

Flu Epidemic Closes School

by Mike Kotlen

YES, IT'S TRUE. NO MORE CLASSES UNTIL JANUARY 6.

Vice President of Student Affairs William P. Smith officially announced at 11 p.m. that classes for this week had been cancelled.

Smith, speaking for Pres. Lloyd Elliott, said, "In view of an unusual number of cases of influenza in the residence halls of George Washington University, up to 50 per cent in some halls, as well as reports of illness of non-resident students, Christmas recess begins today, December 16, for all schools and colleges of the University with the exception of the Medical School whose classes will be held as usual. Administrative offices

of the University will remain open."

Figures released at 5 p.m. yesterday by the Office of the Dean of Women showed that Thurston Hall had been hit the hardest by the flu, with 250 cases reported. Miss Anne Casey, the nurse on duty at Thurston yesterday, said she had personally seen at least 80 girls yesterday and she was also receiving requests from the men's dorms for medicine or doctors' names.

Mitchell Hall was also hit hard, reporting 80 cases. Calhoun (30), Adams (30), Madison (50), Welling (40), Crawford (30), and Strong (15) Hall figures brought the total cases reported in dormitories to

over 500.

Miss Casey said that many of the students she had seen are not well enough to attend classes and she felt that classes should be cancelled. "They should all be in bed or at home," she continued.

At least five doctors circulated yesterday among the dormitories to treat the flu victims and to assess the situation for Vice-President for Student Affairs William P. Smith. Smith said that he would wait until he heard from the doctors before he made a decision on classes, but if they recommended cancelling them "we can certainly do it."

Dr. John T. Hagenbucher, one of the physicians treating

cases at Thurston, said there were probably many different types of flu going around and that the outbreak was not primarily the Hong Kong variety. He said the best remedy was plenty of rest, plenty of liquids, and aspirin. The students with bad sore throats, he added, would be put on antibiotics, which have no effect on viruses, however.

At 6 p.m., Thurston, where rumors that all the schools in the Washington area had cancelled classes were fast and furious, all girls with the flu were asked to report to the dormitory infirmary. Kathy Rush, a freshman, said (between coughs) that at least 30 girls reported immediately and over 100 had

signed a list to report their ailments. Some cases in Thurston were so severe that the girls could not even go to the infirmary to be examined.

Meanwhile, only Catholic University has cancelled classes because of the epidemic. As of 8:30 last night, the Washington Post and WRC radio reported that no other schools had cancelled classes.

In yesterday's Post it was reported that the major hospitals in the area were being left short-handed by the epidemic. The article said that there was no "influx of patients," but "the problem is with the flu-stricken nurses, orderlies, and other staff members."

The HATCHET

Vol. 65, No. 24

The George Washington University — Washington, D.C.

Monday, Dec. 16, 1968

Incensed Linton Walks Out Of Dialogue Day Discussion

by Dick Wolfis

IT WAS A DAY when James Dixon of Antioch College called education obsolete; it was a day when Professor Richard Schlegel called black culture irrelevant; it was a day when students and faculty clashed in what many hope will prove to be a constructive exchange of ideas; and it was a day when Dr. Calvin Linton, incensed at a vote of "no confidence" from students, stormed out of his evening workshop. It was GW's first Day of Dialogue.

Linton's walkout occurred at approximately 8:30 Friday evening at the Academic Power Structure workshop. Linton, dean of Columbian College, chaired the meeting and called

upon various students to voice their view on the power bureaucracy.

While commenting on one question, Linton made reference to students who, in the traditional sense, had been considered "secondary." Though Linton dismissed this notion as no longer relevant, it incensed one student, Dave Dolgen, to such an extent that he questioned Linton's right to even answer such questions. Dolgen pointed out that because students pay faculty salaries, professors should be asking questions to students, or at worst, the two parties should engage in true dialogue.

Linton failed to respond to Dolgen and noted that he

(Linton) had talked enough already. When Dolgen demanded an answer a vote was taken as to whether Linton should respond to Dolgen or allow someone else to speak. When the vote appeared as if students wanted Linton to respond to Dolgen's comments, Linton stormed out of the room stating that he couldn't "stay at a meeting with no chair." When Linton was asked to comment later on his departure, he noted, "I was due at three other meetings. I felt I had served my purpose. I had been there an hour and a half already."

Linton's action culminated a day of student-faculty exchanges beginning at Lisner Auditorium (See DIALOGUE, p. 6)



ECSTASY is the only word for the reaction at Thurston Hall to word last night that classes will be suspended five days early for the holiday period.

photo by Colen

Perros Declines Conference Post

DR. THEODORE Perros declined reelection as President of the Southern Conference last Friday.

Perros, a chemistry professor here and chair, an of the University Senate Committee on Athletics, will be succeeded by Col. John G. Barrett of Virginia Military Institute. See full story, p. 15.

Sen. Discipline Policy Denies Due Process

by Bob McClenon

THE UNIVERSITY SENATE refused Friday to guarantee the right of due process for students, in adopting a resolution defining the authority of the administration to discipline students. (see text below)

The resolution was offered the Senate Executive Committee to fill a void which it felt existed. At present, students can be disciplined under the disruption policy, which only applies to "unlawful" acts.

The University catalogue gives broad authority to the administration with the statement: "The right is reserved by the University to dismiss or exclude any student from the University, or from any class or classes, whenever, in the interest of the student or the University, the University administration deems it advisable." It was noted that this statement does not tell the student what standards of conduct are expected.

President Elliott announced Sunday that he was accepting the Senate resolution as

University policy. He is, however, providing that any student disciplined under the policy will have the right of appeal to the Hearing Committee.

Student Body President Jim Kniceley was critical of the timing of the Senate resolution. (See SENATE, p. 15)

Luis Bigott Dies In Airline Crash

LUIS BIGOTT, a junior and former Delta Tau Delta Fraternity pledge, was killed Thursday night in an airline crash off the coast of Venezuela.

Bigott was among the 50 passengers on a Pan American Airlines flight from New York to Caracas which went down in shark-infested waters. No survivors have been found.

The bodies of Bigott and several other passengers are still missing.

According to Mike Kemner, treasurer of Delta Tau Delta, Venezuelan authorities are investigating suspected sabotage.

Concordia Says 'No'

New Bookstore Homeless

by Marylou Bell

UNKNOWN TO ITS organizers, the new student bookstore is apparently without a home. Concordia Church officials told the Hatchet last week that they have not yet agreed to make space available for the project.

In an interview appearing in last Thursday's Hatchet, Bob Whitehead, one of the co-organizers of the new

bookstore, indicated that the Church Council had agreed to lease its premises for the first four months of the store's operation, beginning Jan. 21.

According to a representative from the Concordia Church, the Church Council was scheduled to vote Monday on the proposal to lease space to the student-run bookstore for a three-week period. However, no vote was taken because Whitehead and

Gerry Malanka failed to appear at the meeting.

When questioned, Malanka said that he and Whitehead came to the church Monday night and found the doors locked.

Malanka and Whitehead said that while no formal arrangements have been made, they are still negotiating with the Church. They emphasized that the bookstore is still in its planning stages.

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Bulletin Board

Monday, Dec. 16

STUDENT LIFE COMMITTEE will meet at 2 p.m. in Rice Hall, Room 615. There will be a continuation of the discussion on rules governing student conduct.

MEETING OF ECHOES at 3:30 p.m. at Strong Hall. All members are requested to attend or leave word before meeting. News about initiation and the

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spring project will be discussed.

ALPHA PHI OMEGA will meet at 8 p.m. in the Strong Hall Lounge.

Tuesday, Dec. 17

SDS LIBERATION COURSE will sponsor the showing of two films by the Newsreel Project, Cossa Nova and Black Panther. The showing will be at 8:30 in Govt. 1. Admission \$1.

A STUDENT COUNCIL REFERENDA FORUM will be held at 9 p.m. in Thurston cafeteria. The proposed new Student Government constitution will be discussed.

Wednesday, Dec. 18

VOTING ON THE PROPOSED new Student Assembly Constitution and amendments will take place between 9 a.m. and 7 p.m. at Woodhull House, 21st and G streets.

GEOLOGY CLUB will meet at 8 p.m. in Library 1B. Dr. C.B. Hunt will speak on the Geologic History of the Colorado River.

ANTHROPOLOGY CLUB meeting will be at 8:30 p.m. in

"HATCHET"

Published semi-weekly, from September to May, except for holidays and examination periods, by the students of the George Washington University, at 2127 G Street, N.W., Washington, D.C. 20006. Printed at The Hatchet, 2127 G Street, N.W., Washington, D.C. Second class postage paid at Washington, D.C.

Monroe 103. Sue Lallmang will speak.

STUDENT COUNCIL meeting will be held at 10 p.m. in the Library, 6th floor.

Thursday, Dec. 19

SDS CHRISTMAS CAKE SALE will be held at the Student Union, 10 a.m. to 4 p.m. Bakers-bring cakes to the Union at 10.

FACULTY-STUDENT HOLIDAY RECEPTION for undergraduate students in the School of Public and International Affairs will be held in Woodhull House from 4 to 6 p.m.

SDS MEETING at 8:30 in Monroe 104. Dean Linton's actions, among other things, will be discussed.

GERMAN CLUB will hold a Christmas Party beginning at 8:30 p.m. for location and other details, call George Lenches at 333-5087.

Notes

ATTENTION STUDENTS. Dormitory and Food Service Payments for Spring 1969 are due January 15, 1969.

ANYONE INTERESTED IN WORKING on Holiday Season's Programs should contact Bob Johnson at 737-9850. People are urgently needed.

PETITIONING for Inaugural Concert end Thursday.



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Constitution Amendments

Representation Up for Vote

by Bob McClenon

THE STUDENT BODY will determine the fate of the proposed new student government constitution Wednesday. Voting on the new constitution and possible amendments will be held from 9 a.m. to 7 p.m. at Woodhull House.

The new constitution calls for the replacement of the old constituency Council with a smaller, more academically oriented Assembly. The dormitory and commuter representative positions will be abolished and replaced with seven at-large members of the Assembly.

One of the proposed amendments would restore the position of the Foreign Student Representative, which was removed by the Council during its marathon deliberations. A majority of the Council felt that foreign students are a "special interest group" and should not be represented on an academically concerned Assembly. Foreign students, on the other hand, maintain that they have special academic problems as well as non-academic ones, and that they must be represented to assure that their problems will be heard.

Students will also be asked to vote on two amendments which will restore dormitory and commuter representation. One will provide a representative from the men's dormitories, one from the women's dorms, a D.C. commuter representative, and a Maryland-Virginia representative.

The second amendment would provide a representative from each dormitory, except three from Thurston (which now

has four), two D.C. commuter representatives, and two Maryland-Virginia representatives. Students will have three voting alternatives: they can vote for either of the amendments or against both of them.

The Constitutional Revision Committee, headed by Tom Schade, has urged defeat of the two amendments to add dorm and commuter seats. They feel that, since the emphasis of the new Student Assembly is to be academic, students should be represented by schools rather than by residency.

Certain factions of dormitory and commuter students feel that

they have legitimate interests which will be overlooked unless they are represented. The Committee is of the opinion that these interests will be better taken up through dormitory or inter-dormitory councils, through the University Commuters' Association, or through the University Center Boards.

A forum will be held on Tuesday night in Thurston cafeteria to discuss the new constitution. A forum was held on Thursday, but the only issue discussed was that of foreign students, because the forum was attended only by two foreign students and by ten panelists and Council members.

Council Allocates \$1000; To Be Matched by Elliott

IN CONTRAST to its recent prolonged and heated discussions, the Student Council acted with what seemed to be unprecedented efficiency at its Wednesday night meeting.

The most controversial item brought up at the meeting was the announcement by two Council members, Terry Gilmore and Dave Phillips, that their proxies acted without their permission at the Council's previous meeting on Dec. 4. The proxies, Mike Shower for Gilmore and Bruce Smith for Phillips, took part in that night's debate and voted on all issues.

In new business, the Council allocated \$1000 to Alpha Phi Omega service fraternity and \$18.75 to Sigma Alpha Eta Speech honorary. There was no debate on these grants.

The APhiO allocation, to be matched by President Lloyd H.

Elliott, is devised to bring speakers to the GW campus in the coming months. The fraternity had sponsored a Distinguished Speaker's Series last year, but claimed that it was unable to do so this year because potential speakers requested honorariums.

The grant to Sigma Alpha Eta paid for the purchase of 25 tickets to the Children's Theatre which the speech honorary sponsors. Inner-city children were thus able to attend Saturday's theatrical production.

The Council began debate on a constitution for the new University Center, a matter which had been postponed at the last meeting. It was decided to add a foreign student representative and a treasurer to the Center's proposed programming board.

Housing Rule To Be Lifted From Sophomore Women

by Eric Reines

IN A MEMORANDUM to the Hatchet, Dean of Women Marianne Phelps announced that as of next fall, unmarried sophomore women under 21 will be allowed to live on their own off campus. She also said that lease policies will loosen.

Miss Phelps said that she had "always felt badly" about the present rule but since GW couldn't afford otherwise, there was nothing that she could do. She pointed out that junior women had been required to live on campus until four years ago.

Miss Phelps explained that the rule was changed partly because this past fall an abnormally large number of girls requested that exceptions to the present rule be made for them. But she pointed out that probably nothing would have been done if it wasn't for the findings of a Residence Hall Budget Study made this past fall.

The assistant Deans of Men and Women, David Speck and Elizabeth Garraway, who are in charge of the residence halls, worked with the Deans and Anne Webster, Assistant to Vice President Smith for Housing Contracts and Facilities, and with members of the old Mens' and Women's Inter-Residence Hall Council on this study.

Miss Phelps noted that this year budget planning for the residence halls was taken

completely from the hands of the business office and given to Miss Webster.

The Dean said that when the rule on junior women was lifted 65% of the sophomores that returned for their junior year lived on campus. She predicts that a slightly higher percentage of this year's freshmen women will return to live on campus next year because of parental concern. GW will fill the extra space by accepting more resident transfer and freshman women, she said.

As for lease policy, Miss Phelps said that she wants students to take as businesslike an attitude toward their housing as possible. In order to do this, GW hands out an Intent to Return form in March of every year.

She also mentioned a possible plan of making the \$100 housing deposit applicable to the second semester. In this way GW would lose less money if a student changed his mind and the student would take housing decisions more seriously.



EVERYBODY IS REACHING. Harold Rhyne (25) and Bill Knorr (53) for the ball and GW for the rankings after the incredible victory over Georgetown. photo by Ickow

Joint Effort Made in Party For Underprivileged Kids

THE BLACK STUDENT'S UNION, the Inter-fraternity Council, the Pan-Hellenic Council, Students for a Democratic Society as well as non-affiliated students have joined together to organize a Christmas party Wednesday 250 underprivileged children from the Cardozo area here in the District.

The administration has approved the program and given University facilities for the purpose. The children will be accompanied by community leaders, whose wish it was that the party take place at the University rather than in the community. According to Debbie Bloon and Angelo Rosado, who have been working through the community leaders, the community reaction to the plan has been one of approval.

Entertainment has been provided by the Folklore Society of Greater Washington, with money and toys solicited from area merchants by Madeleine Breckinridge.

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Arts and Entertainment

'Messiah' Opens Holiday Concert

THE ANNUAL Holiday Season Concert will be held Tuesday, Dec. 17, at 8:30 p.m. in Lisner Auditorium. The University Chorus, under the musical direction of Jules Zabawa will join with the University Orchestra, under the direction of Professor George Steiner, in presenting major season portions of Handel's oratorio, "The Messiah."

The soloists for the program will be Ann Myongsook Lee, soprano; Llyanna Shaffer, alto; Edward Jackson, tenor; Willia, Graham, baritone.

Admission is free.

'Belle de Jour'

Mind's Dark Side Explored

by Dave Bryant

Assistant Cultural Affairs Editor

"BELLE DE JOUR," now playing at the Janus 1 and 2, is a beautifully mounted, sensual exploration into the dark side of the mind, with our guide played by lovely Catherine Deneuve. The elegant, well-dressed wife of a prosperous French doctor (Jean Sorel), Severine (Miss Deneuve) is beset by sado-masochistic fantasies which finally drive her to work in a brothel during the afternoon, while her husband is working; hence her name, "Belle de Jour" or Beauty of the Day.

She encounters all types of grotesques in the house, ranging from a masochistic professor who, dressed as a butler, has his prostitute "lady" walk on his face, to a hideous, goon-like gangster (Pierre Clementi) who wears false, gleaming metallic teeth, wide, overlong ties, and purple socks. Curiously, her work seems to exhilarate her; she says she never feels closer to her antiseptic husband than she does when she is whoring and she affirms that without her experiences in the brothel she couldn't live.

Appearing in nearly every scene, Catherine Deneuve dominated the film, for it is her story that we are predominantly concerned with. Even when she is dreaming of her husband and his friend Mons. Husson (Michel Piccoli) throwing mud all over her perfect looks or shooting her in the temple, she remains a forcefield of purity and innocence, despite the fact that these incidents are her own perverse fantasies.

Miss Deneuve has an aristocratic, Grace Kelly-like beauty, with fair-skinned features as perfect as those of a department store mannequin. This is not to say that her performance is wooden; indeed, she can convincingly project anger and ripe sexuality. It was a brainstorm of director Luis

Bunuel to cast her as Severine, for her virginal looks keep one from being repulsed by the sick and bizarre daydreams of her character.

At the same time, however, it seems somewhat unfortunate that Catherine Deneuve has been cast in some of the perverse roles she has, such as her character in this film and the insane, dangerously withdrawn manicurist she played in Roman Polanski's "Repulsion." In both these films directors Bunuel and Polanski used her sweet, beautiful looks to offset the dark, disturbed nature of the women she portrayed, and through actress and director a full, tortured character emerged. Yet, I hate to think that Miss Deneuve will be typecast as a perpetual sickie; it almost seems a corruption of her innocent appearance for her to play the razor-waving, murderous lunatic she did in "Repulsion."

Overall, "Belle de Jour" emerges as a touching, bittersweet documentary of a disturbed individual's struggle between her sexual desires and the morality of her wealthy, socially austere milieu. (Why does society expect higher conduct standards of rich people

Exordium

Condescending to Children

P. Spencer Wachtel

SINCE I BELIEVE that children, like all minority groups, should be treated the same as everyone else, I am naturally skeptical about a theatre production created specifically for children. It is condescension to treat kids

much differently than adults as well as being a waste of energy. It is with these trepidations that I went to the Children's Theatre Guild production of "Twelfth Night" this weekend (I might explain that this isn't a review, so don't look for too many specifics.)

The first part of the production was an attempt to explain how a play is put together. Using a narrator and a mime company, the story of Malvolio from "Twelfth Night" was told. The second half used actors to tell the same story. The children seemed attentive and participated freely, an encouraging sign in case the Living Theatre ever makes it to Washington and they're looking for participants. The children I spoke with smiled a lot but didn't seem to understand why the story was told over again.

I have a theory about children that they are as perceptive as most adults, and in their own way, can tell when somebody is treating them differently. I'm not saying that they consciously say "Uncle John is talking down to me" but they do perceive a difference. And since children are so perceptive, I believe that anything a discriminating child

will enjoy, a discriminating adult will also enjoy.

Now many discriminating adults I know enjoy Punch and Judy shows, and had I a child I would eagerly take him to see that type of professional puppet show because we both would enjoy it. I would take him to see D'Oyly Carte, and I think I'd even take him to see the fall production of "Carnival" (on its reputation, not necessarily its production).

Before I go any further I should admit that I was smiling at certain parts of "Twelfth Night." Some of the early second half slapstick was enjoyable and the narrator's manipulation of set, lights, actors and curtains (when the curtain was raised one boy remarked, "Look, we're going down!") introduced the kids to the technical rudiments of theatre. But there seems to be a cultural mania going on in which a child is considered a dullard if he can't hum Beethoven's Fifth by age 4 and recite a soliloquy from "Hamlet" (choose one) by age 6. Anxious parents drag their kids up to Stratford, Conn. to see Shakespearean production I wouldn't go to myself. There are two extremes, adult boredom camouflaged as "culture" and childish condescension masquerading as "theatre."

Personalities in the Arts

Dance, Drama In Schools

by Marion Edelman

DAVID KIESERMAN, Assistant Professor of Speech and Drama, is coordinating a project with the Educational Resources Center of the

Washington Public Schools. He is instructing teachers in the use of theatre games under the program "Teaching Through Theatre Games" (TTTG). The purpose of the project is to present a curriculum which proves that all scholastic subjects can be taught by using the techniques of games.

In return for his services, Mr. Kieserman is given a small stipend to cover expenses. In addition, the Center coordinates schools in which GW students can practice teach creative dramatics.

JULIA HART AND JIM BUNTING, members of the GW Dance Production Group, have been visiting Dunbar High School, on a volunteer basis, to teach modern dance to the students. The teacher assignment is a result of a lecture-demonstration by the Dance Production Group offered to Dunbar in November. After that performance, the principal of Dunbar asked Miss Elizabeth Burtner if she could provide someone to help organize and instruct a modern dance club for the students. As a result of the success of this project, Wilson High School has also expressed an interest in Miss Hart and Bunting conducting a master class at their school.



THE CHILDREN'S THEATRE GUILD presented cuttings from Shakespeare's "Twelfth Night" last weekend. Pictured are narrator Ronnie Finkel and members of the mime company which acted out the story of Malvolio. The production, which played host to over a thousand inner city children, was the first of two Guild productions scheduled for the academic year. The second will be held in the spring.

photo by Resnikoff

THE WTC in their commendable search for new playwrights, will stage a reading of Milton Wisoff's one-act, "The Goat," tonight at 8:30. This is the second of their Monday night readings, devoted to authors who might not have otherwise had a chance to see their works performed. A limited number of tickets are available at two dollars.

Happy Beethoven's Birthday

'Lock Up Your Daughters'
Bawdy Fielding Musical

by P. Spencer Wachtel
Cultural Affairs Editor

ONE GETS SO accustomed to the impressive productions of the Washington Theatre Club (not to be confused with dull), that when they perform a "diverting" musical we feel a little taken aback. But when one relaxes with "Lock Up Your Daughters," playing through Jan. 5, we appreciate their vigor and talent.

"Lock Up Your Daughters" is Bernard Miles' adaptation of Henry Fielding's 18th century

each other's girl friends; and in a fourth, two old men ignoring sex and immersing themselves in the newspapers.

The large cast has been attractively choreographed and they sing and dance with controlled gusto. Controlled gusto is when you know the actor is holding back, and the actor knows he is holding back, and you both finally realize that this restraint adds to the parody of the play. And since the play itself is a parody, what we have is a caricature of a parody, and it is a valid approach.

Robert Darnell is suitably two-faced as Rumble, and he offsets Ralph Strait's red-nosed

(literally) Sotmore as they debate the benefits of wenches and red wine. Bryan Clark's Justice Squeezum, is glorious and lecherous while Anne Chodoff as Mrs. Squeezum, complete with red heart painted on her left breast, is good as the frustrated wife on the make, especially when singing "When does the ravishing begin?"

The basic feeling that the play evokes is summed up by Rumble when he manfully declares that "I have always been opposed to force because there are so many who are willing." For pleasant diversion without force "Lock Up Your Daughters" is a good bet.

Media Closeup
Clay Awarded Emmy

by Mark Olshaker

ASTERE E. CLAEYSSENS, associate professor of English at GW, was awarded an "emmy" by the regional chapter of the National Academy of Television Arts and Sciences at a reception Nov. 30 at the Statler Hilton. He received the award for his weekly literature series, "One to One," seen locally over WETA.

"One to One," which ClaeysSENS writes and acts in, is currently being shown in 71 cities on educational television, but additional stations will now air it, as a result of ClaeysSENS' award. The series won out of a group of ten finalists in the category for weekly series. "One to One" had to compete with shows on commercial television with weekly budgets running to over a hundred thousand dollars.

In August, each television station, educational and commercial, may submit a list of

programs which it wishes to be considered for "emmy" awards. A panel of judges, appointed by the Academy, conducts two eliminations, one in August and one in November, to determine the ten finalists for each category. It may be noted that there is no specific category for programs screened over educational television so that they compete in one of the four categories established by the Academy. Unlike the complex national awards, the regional division of the Academy gives only one award in each category.

"One to One," which focuses on a different literary figure each program, with a non "lecture series" type format, may be seen five times each week on WETA. Since the show is being aired on a staggered schedule for each separate weekly time, it is possible to view several different programs in one week.



BRYAN CLARK AND ANNE CHODOFF play Justice and Mrs. Squeezum in the Washington Theatre Club production of "Lock Up Your Daughters," playing through Jan. 5.

"LOCK UP YOUR DAUGHTERS" by Henry Fielding, adapted by Bernard Miles. Music by Lauri Johnson. Lyrics by Lionel Bart. Directed and Choreographed by Darwin Knight. Musical direction by Harrison Fisher. Settings by James Parker. Lighting by Miles Circo. Costumes by Susan Tuohy. Production state manager, Robert H. Leonard. 265-4700.

THE CAST.
Staff Bob Spencer
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Squeezum Bryan Clark
Quill Stan Edelman
Mrs. Squeezum Anne Chodoff
Sotmore Ralph Strait
Ramble Robert Darnell
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Thirty-Seven Named to Who's Who

THIRTY-SEVEN GW seniors will be listed in this year's edition of "Who's Who Among Students in American Universities and Colleges."

According to the announcement made by the national publication last week, the students who were selected are: Shelesa L. Allison, Gail A. Barth, Ronda Billig, Diana S. Blackmon, Jeffrey I. Breslaw, Douglas B. Catts, Carolyn M. Chan, Michele S. Cohen, Peggy A. Cooper, Richard S. Crosfield, Mark A. Cymrot, Candace J. Erickson, David S. Fishback, and Mary E. Haas.

Also named were: Michael R. Hannell, William N. Hobbs, Arlyne F. Katz, James J. Kaciely, Linda D. Kulin, Nancy D. Loy, James J. Lyons, S. Joel Marenberg, Kenneth A. Markison, Robert C. McClenon, Michael M. McElroy, Kenneth D. Merin, Judith M. Murray, Isa Nabovitz, Brian G. O'Neill, Paul R. Panitz, Susan I. Rappaport, Steven R. Remsberg, Wallace W. Sherwood, Rona S. Silverton, Marcia K. Simpson, Richard A. Wolfie, and Michael S. Wolley.

Last year, 34 GW students were named. The number of students for each college is determined by a quota system. The students were chosen on the basis of their scholarship, leadership, and participation in educational and extracurricular activities.

Walk Out Stuns Students At 'Power Structure'

(Continued from p. 1)
Friday morning at 9. Guest speaker Dr. James Dixon of Antioch College delivered a speech in which he explained how our educational system is becoming obsolete, and how the idealism of the church has now moved into the realm of politics and education.

Dean Linton spoke next mixing a note of pessimism and optimism. Linton commented that the colleges of today are not producing liberally minded and educated students. Linton, who spiced his comments with jokes and one-liners received a great round of applause from the audience. Speeches by Linton and Dixon were followed by a question and answer period.

Following the opening comments at Linsner, students and faculty broke up into smaller groups to discuss the lower division curriculum. Students' major concern seemed to be with the poor quality of the required introductory courses which were often too "easy" and dull. The University relationship with the black community was also discussed.

Following lunch, students and faculty met with their respective departments to discuss department curricula. These exchanges proved to be the highlight of the day as students questioned in many departments such things as required courses, comprehensive exams and the possibility of new course.

The evening workshops dealt with subjects as varying as "The College and the City" and "The Academic Power Structure." Each meeting was conducted by a panel and a chairman, while members of the audience entered freely into discussion of virtually all aspects of University life.

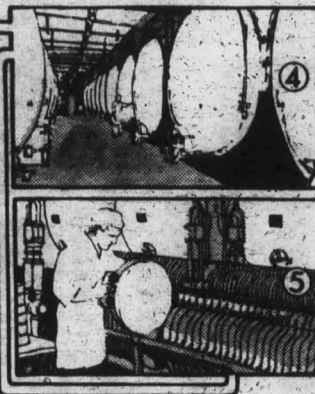
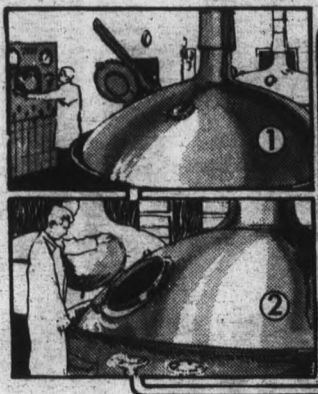
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An Opinion

Representation Denied

by Richard Crosfield

ON THE 5TH OF DECEMBER, after lengthy debate, the Student Council voted to eliminate the Foreign Student Representative from the new Student Assembly.

A brief history shows that the position of Foreign Student Representative has been a brief one indeed. Established as an appointed, non-voting member of the Council in 1964, it gradually evolved to an elected (1967) full, voting member of the Council (1968). In the first election for the representative, the major issue was that of scholarships, which were not open to non-American citizens until October of this year, even though foreign students contributed as much as \$40 per semester to them. It was largely due to the fact that myself and Hengameh Massoumi were duly elected student Council members that this matter ever got to the ears of the Board of Trustees. Undoubtedly, without electoral responsibility or the status of the Student Council, neither Hengameh nor myself would have succeeded with the Administration, even if we had been sufficiently motivated.

What then happened on the 5th of December? The story is an interesting one to those interested in the devious style of politics and parliamentary manoeuvres practiced by many Student Council members. The Constitutional Revision Committee, of which I was a member, worked to form a more effective Student Council which, incidentally, would retain the representative for the Foreign Students. On Wednesday (the 4th) the Student Council moved into a committee of the whole to consider the new constitution. That same night, the Council voted 12-10 to retain the Foreign Student Representative after a lengthy debate in which Mr. McElroy primarily attempted to show that foreign students were a special interest group, which should not receive special treatment. Hengameh and I pointed out the lack of interest and knowledge of the special problems which beset the foreign student, citing linguistic, cultural, academic and financial problems.

Although the Foreign Student Representative had been accepted, it was clear that someone would later move to reconsider this decision, due to the allegation that having a Foreign Student Representative was contrary to the policy of the University which states that there shall be no discrimination based on race, creed or national origin despite the fact that it was pointed out that the University had, and still continues to discriminate in matters of financial aid on the basis of nationality, but not on national origin. It was also pointed out that although the U.S. government states that it does not discriminate on the basis of race, creed or national origin, it also states that only American citizens are eligible for jobs. To

confuse the issue even further, it was moved that a Foreign Student Affairs Committee be set up, but no provision was made for its membership or duties. Clearly, this was a move by those opposed to having a Foreign Student Representative to alleviate some of the qualms about where the responsibilities of the representative would go.

At the following meeting, it was moved to reconsider the action of the previous night (a move which later proved to be illegal). Mr. McElroy then moved to eliminate the Foreign Student Representative and, after an even lengthier and more fatuous debate (e.g. one member, Chuck Kahn, equated the Foreign Student Representative to having a representative from the Midwest, and a member of the audience asked, in spite of all that had previously been said on the subject, if anyone could name one special academic problem which foreign students had), the Student Council voted 13-9 to eliminate the representative. Throughout the debate, it was interesting to observe that those opposed to the Foreign Student Representative were those who, in my experience, had little or no contact or concern for foreign students. These members allowed the theoretical basis of the constitution to so overwhelm them that, when Jim Knicely, president of the Student Body, said that he thought the past two Foreign Student Representatives had been among the most effective members of the Council, his remark was virtually ignored. Clearly, a considerable proportion of these Council members present did not care for proven past effectiveness, but only in hypothetical future effectiveness.

It should also be noted that, at the time of their vote, only eleven elected members (out of a body of 33) were present. To satisfy a quorum (17 members) six voting proxies, in addition to four appointees, were present.

On Friday, several foreign students accumulated 250 signatures that the question of the Foreign Student Representative should be put before the Student Body at the referendum on the 18th of December.

Let's see whether the student body wants an all-American Student Council.

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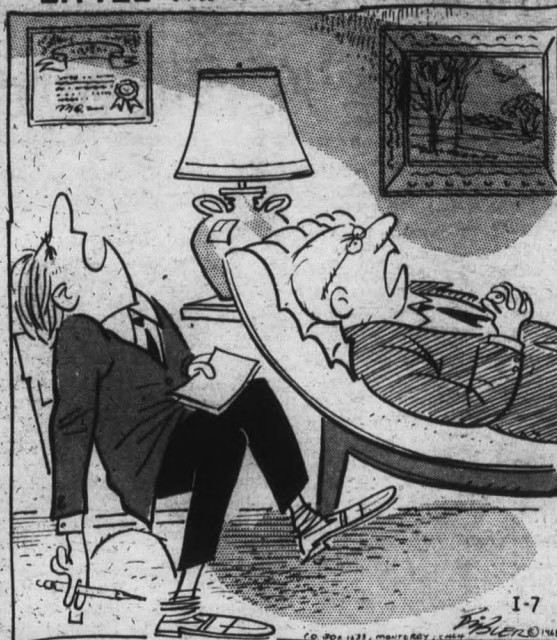
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The Hatchet Staff

LITTLE MAN ON CAMPUS



Letters to the Editor

English Dialogue

A few outstanding, painful thoughts seem to persist after the English department's upper division workshop cessation on December 13.

The students asked about non-credit sessions to supplement and satisfy the desires for knowledge beyond the curriculum. Offering his personal example of the futility of this suggestion, Dr. Reesing in response to a petition innovated five lectures on Milton in lieu of the course by the name. Alas, by the fifth meeting that once ample group dwindled to a mere handful. Now this suggests three alternatives: the students lost interest after eagerly signing a petition (hmm, seems to be a paradox); the professor could not hold the interest of his students; or far worse, the interested few will suffer in the future. It appears to me that even if one zealous student remained, Dr. Reesing did not lecture in vain.

This school has always had its share of apathetic students who will manage to graduate—don't

we owe something to the eager, creative, hungry few?

Then in response to the desire for a thesis instead of the comprehensives, Dr. Highfill lamented all the work that is involved for the student. Give us some credit! Perhaps, this is what we long for—to know a poet or an author in depth, to really get involved, to have a "labor of love." The students want Dr. Sullivan again next semester for the American Novel. She is demanding, but she is great—that's enough! They didn't ponder over the quantity of work or the effort required.

At 4:30 everyone suddenly became hungry. Another meeting next week was quickly decided to appease the angry, but what will be on the agenda? Will we have another irate and disillusioned group of students, who never received definite answers or alternatives? How many professors, assistant professors, etc. will come to this unofficial session? This will indicate their dedication. How many students will appear? This will exhibit their concern.

/s/ Natalie Goldberg

More Dialogue

We are writing this letter in what we consider to be the best interest of the academic community of this University. Friday the Thirteenth was the administration's symbolic demonstration that dialogue does exist between the students and faculty at this University.

Upon the completion of Dean Linton's attempted humor and incoherent rhetoric, it was clear to all that the Day of Dialogue was an attempt to pacify the concerned students and show us that all is well and that the University is making every effort to effect needed changes.

The departmental discussions were surprisingly encouraging but this enthusiasm was soon destroyed when in the evening session in Monroe 203, Dean Linton displayed to a segment of the student body an attitude which we feel is completely contradictory to his title and position as Dean of Columbian College.

Throughout the evening session, Dean Linton had consciously avoided answering any pertinent questions. Finally one student refused to allow the Dean to pass over his question. A vote was taken to this effect, Linton lost, and also lost his sense of position. Angered by the proposition that he would have to answer, Dean Linton rose, muttered something about the power of the Chair, and quietly left the room.

The Day of Dialogue was called by Dean Linton for a mutual exchange of questions and answers, but it is now clear that he is unwilling to give those answers, but which are essential for a meaningful dialogue.

We feel that it is in the best interest of the academic community of Columbian College that Dean Calvin Linton submit his resignation as Dean. We further feel that this is an essential step towards better student-professor communication.

/s/ GW Students for a Democratic Society.

Outdated Myth

I feel I must respond to certain criticisms of the

proposed student government constitution, particularly where they apply to the problem of representation.

An outdated and antiquated myth is at the base of the criticism about the removal of dorm and commuter representatives. It is the myth that dorm and commuter representatives are more representative than the at-large members will be because they will be closer to their constituencies. Any advantage this proximity has is generally

negated by the fact that dorm and commuter representatives are elected on the basis of dorm and commuter issues—issues which never come before the Student Council. What does come before the Student Council are those issues which dorm and commuter representatives did not campaign on, did not speak on and were not elected on—University-wide issues like student power, the campus cops, changing exams, athletic associations.

(See LETTERS, p. 20)

Campus Security Forces

Since confidence of the university community in the campus security forces is of primary concern to me, I believe it is vital that everyone interested be informed as to the areas in which policy guidelines and written and verbal instructions exist to govern the operations of the Campus Police. First of all, for the purposes of this letter, I am using the following definitions:

(a) Policy guideline—written statements issued by, in the name of, or approved by the President or a Vice President, outlining the university's position with regard to the subject matter involved.

(b) Written instructions—written statements, if specific instructions, issued by or in the name of an Administrative Department head, generally derived from and designed to execute a policy guideline and promulgated to the operating element involved; in this context, the Campus Police.

(c) Verbal instructions—the same as written instructions except that they have been communicated orally to the operating element or individual involved.

Using the above definitions, the existing body of directives to the Campus Police may be summarized as follows:

1. Policy guideline governing the actions of the Campus Police in the event of unlawful activities on the campus.

2. Policy guideline—the report of the University Drug Committee defining policies recommended by the Committee and suggested manner of implementation under varying circumstances.

3. Policy guideline—the

report of the Committee on Emergency Curfew Procedures.

4. Written instructions (standard operating procedures) for Campus Police mobile and foot patrols covering their responsibilities, frequency of patrol, areas covered and procedures to be used when discovering irregularities.

5. Written instructions (special orders) governing the actions of Campus Police at all fixed posts (Rice Building; Thurston, Strong, Crawford Halls; the Medical School and the Library) which specify their particular duties at the post concerned.

6. Written instruction for the implementation and enforcement of the University Policy on unlawful demonstrations.

7. Verbal instructions to the Campus Police covering situations involving members of the University community and guidelines under which Metropolitan Police may be summoned consistent and compatible with the Campus Police Officer's role as a commissioned special police officer and member of the university community.

8. Verbal instructions are also issued, as needed, to cover diversified unusual special and scheduled activities on a day-to-day basis, e.g. special security details involving non-recurring problems, investigations, stake-outs, surveillances, rallies, registrations, graduations, social and other activities where Campus Police are posted on request, traffic details, etc.

/s/ Dermott Baird

Director of Building Services

Vol. 65, No. 24 **THE HATCHET** Dec. 16, 1968

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... A Slow and Painful Beginning'

by Bill Hobbs

THE DAY OF DIALOGUE was a slow, painful beginning. More than anything else, it clearly demonstrated that Lack of Dialogue has been the rule at this school for a long, long time. Because there has been so little dialogue in the past, students and faculty confronted with a whole day of it were unable to get the most out of it. Unused to dialogue, uncomfortable with it, we often adopted false, frozen poses to keep ourselves from the frightening prospect of slipping too far into serious, rewarding encounters with each other.

Since it was first and therefore most unfamiliar, the opening session in Lisner produced some of the most outlandish posturing of the day. Dean Linton, for instance, came out posing as a Rotary Club Spellbinder on the luncheon circuit tour of the Iowa State Federation of Garden Clubs. Certainly he could not have been an Academic Dean of a major university at a serious convocation. If that is the role he thought he was playing, he is a lousy actor. He aptly introduced himself as "the latest joke from Washington," and after wowing the guys and gals

with a few of his best lines, slipped easily into a stock Paul Harvey-style delivery of a mediocre address, perfectly ill-suited for the occasion.

President Dixon of Antioch looked visibly ill on the platform, and many of us were groaning inwardly, but Dean Linton seemed to know his audience. Dixon's provocative, original presentation had received sustained but only polite applause. Rotarian Linton got an almost fervid ovation. I kept thinking of Chicago, waiting for all the senior faculty members to pull out identical printed signs saying "We Love Dean Linton."

Until the first questioners got up, Dean Linton's comparison of liberal education to the varieties of canine obedience training had stood unchallenged as the most childish, insulting expression of the morning. One student stepped to the microphone, his face uplifted, his mouth hung slightly open, his eyes fixed in a dream-like stare—an excellent imitation of a cocker spaniel scratching himself—and quickly proved that students can be frozen into roles as mindless and graceless as any Dean's.

The dialogue had begun.

Fortunately, it did not stay on this low plane all day. Perhaps because the opening session had been so painful and fruitless, many people in the 11 a.m. discussions of the Lower Columbian curriculum seemed to be actively concerned with talking to each other rather than at each other. Over 40 of the 60 people at the session in Government 3 participated actively—students airing gripes and offering cogent suggestions, faculty people responding openly if not always satisfactorily from the student point of view. If the regular classes held in the same room had as much give-and-take as this meeting did, there would have been no need for a Day of Dialogue. One student ended his statement with, "...and thank God I didn't take biology." A professor, apparently of biology, popped up and added, "I thank God you didn't either." In the atmosphere of Lisner, it might have been an ugly little confrontation. Here it was a good warm joke, shared by everyone.

Reports from other groups indicated that this inter-acting spirit pervaded much of the campus at mid-morning.

Professors who know full well that SDS members were nothing but irrational trouble-makers found themselves talking to intelligent, rational beings who later turned out to be SDS members. "Moderate" students found themselves saying things that sounded like SDS. And SDS people discovered it was not always necessary to strike defiant, fist-raised poses to get sympathetic attention from faculty and other students.

After a lunch break, the individual department sessions in the afternoon ranged off in widely different directions. A beer at lunch can make you loud and combative or warm and sympathetic, depending on who you are and what department you are a member of.

The sociology meeting in the basement of Monroe was one of the warm ones. Dr. Stephens opened the session with the statement that the department was open to—wanted, in fact—a strong role for the undergraduate majors in determining the curriculum. Everybody began as friends and quickly launched into a substantive discussion of individual courses, with a minimum of rancor. The

sociology session was an example of the dialogue at its best.

The English meeting was another story. Open combat and incoherence were both present. The rancor of the opening session returned, but here it was more focused, more specific. Communication seemed to give way again to posturing. A professor: "The reason we don't teach black authors in the literature survey is that they're not in the anthology." A student: "Sit down and let me finish. I have to listen to you six hours every week. You can just listen to me for a change." One girl, practically in tears, wondered aloud whether the English faculty really loved literature.

But it was a beginning. At the end of the day, many of the members of the GW community had some of the flesh of experience to hang around the skeleton for analysis which President Dixon presented in his opening address. He had said that the university has survived until now with the assistance of strangers. Certainly many of us went through the day like

(See HOBBS, p. 20)

An Old Story When the New Left Was Old

by Rick Mink

A LONG TIME AGO in Europe, during the late Middle Ages, there grew up a very bright young man named Ergo. Ergo was born to a modest home of a newly rich lord, and so as he grew up, his mother brought to Ergo the finest European scholars to tutor him.

His tutors all loved him, because he was so bright, though a little hard-headed, and in time, Ergo became a scholar in his own right. Although he had been trained mostly in Biblical studies (in all languages, of course), he also studied logic and rhetoric, both of which he mastered to a degree not seen on earth since the Serpent.

Ergo decided that he would become some sort of priest so that he could go to the monastery in the neighboring land where most of the scholarly work was going on then. Naturally, when Ergo had been in the monastery only a short time, the scholars there recognized his great talents (especially when Ergo helped them with his logic and rhetoric) and permitted him to "graduate" to Monk Leader.

As Monk Leader, Ergo was to train the young people, who had gathered there to watch and pay homage to the scholars at work, in the correct methods of inquiry and the right answers to get. Ergo, who was not Sir Humility to begin with, was pleased that the scholars were so perceptive as to allow so wise and capable a person (he knew he was) to administer such an important program.

The first thing that Ergo did was to introduce a levy on the young people that came there. Many other monasteries had sprung up, and to make sure the finest scholars came to his monastery, Ergo had to pay them. Naturally, the young people were the only logical choice to pay. They had been free-loading for a long time.

Everything went well for

several decades. The young people were happy that they were being allowed to witness such great men in action, and some went on to become scholars themselves. Ergo was now a distinguished middle-aged man.

Then, little by little, a different kind of young person began to appear at the monastery. Some of these people had been to different monasteries; some had prepared themselves, not only in the classical subjects, but also in more modern disciplines, like compassion and idealism.

The new young people were often, but not always, curious to look at. They didn't wear the long monk habits (which to them seemed a bit effeminate) but wore a new style called "trousers." They also refused to shave the tops of their heads, claiming their heads got cold in the damp monastery.

But most important, they had the nerve to suggest that since they were paying to have the scholars there, that they should have some say in what the scholars taught them. They said that they shouldn't pay for those scholars who just study and don't teach.

At first, not very many people paid any attention to these new young people (who liked to call themselves students.) Most of the other students ridiculed them for looking and dressing so funny. The scholars, most of whom had accepted the young people only as necessary evils, ignored the new "students" as they had ignored the old students, although a few were sympathetic.

Slowly, however, there seemed to be a change. The old students, even though they didn't like the way the new students looked and how they were always taking baths, and even though they couldn't agree with the things they said about the lord of the nearby manor (he

mistreated his serfs, and all that) did start thinking about what the new students were saying about the education they were paying for.

The last straw came when some soldiers of the lord chased some new students into the monastery and clubbed a few of them even as some old students and several scholars looked on in horror. This time it was the old students, along with the new, who came to see Ergo and demand that something be done about their education. Ergo said he would consider it and retired to his room.

He was there only a short time when a group of scholars burst in and wanted to know what he would do. They were very worried. Ergo said, "My colleagues, there is nothing to

Wolf's Whistle

I WOULD LIKE to express my personal thanks to Dr. Robert Moore and Mr. Louis Schaeffer. They are the only two members of the English department that answered my questions or made any admission of fault concerning the English curriculum.

Dr. Moore's comment was anything but profound, but at least he had the nerve to stand up and say, "Yes, the English department does have a problem with communication." It was so simple to say, and I'm sure Dr. Moore didn't regret it the next morning. I asked that same question to Dr. Highfill four times, but instead of admitting that communication was poor within the faculty, he said my column was "a bunch of lies" because I was a "lousy reporter." Thanks again Dr. Moore.

Thanks also to Mr. Schaeffer who not only volunteered to

teach a course outside the University (of the students' choice) but admitted that there were problems in the English department, and that they could be doing more for the students. He even admitted that all my questions were not answered Friday.

I'm sorry, I forgot. I'd also like to thank Dr. James Coberly. He admitted in front of the entire room that there were a lot of things wrong with introductory American Lit. He also informed his listeners that "I'm so busy with my graduate students, there's not much I can do about it."

My point, if it has been missed, as it often is, concerns the general attitude of the department. With two exceptions, the English department was totally on the defense. Rather than admit fault, or promise change, they continually came to each other's

as you with the education you are receiving. Let's work together to change it. Come to me. Ask me. I will try to help."

Students wanted to know why they had to go to him when they paid for his sustenance. But Ergo just made jokes and the scholars laughed and the question was never really answered.

At the end of the day, after much talking, Ergo and his two closest monks went to a small room to "talk" to some of the new students who wanted to learn how the decisions in the monastery were made. Even some scholars were there, and for a while things went well.

Then someone asked why the students were so obviously excluded from making the

(See ERGO, p. 20)

On The Defense

Dick Wolfsie

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My point, if it has been missed, as it often is, concerns the general attitude of the department. With two exceptions, the English department was totally on the defense. Rather than admit fault, or promise change, they continually came to each other's

defense by either attacking the integrity of the speaker (mainly me), or questioning the facts or validity of the students' comments.

If you want to personally evaluate the effectiveness and worth of this Day of Dialogue in respect to your own department, think back and remember how your questions were answered. Did the professors question the validity of your criticism and constantly defend the faultless operation of the department, or did they sometimes admit your suggestions were well taken and promise a sincere effort to make some change?

Yes, the English department banded together Friday in defense of their establishment, and proved to many how unified and cohesive they are. Yes, they fooled a lot of people (maybe even me a little), but I'd love to be at the next faculty meeting. After this, it's back to humor.

Dixon Speaks at Lisner

Even at Antioch Change Is Slow

by B.D. Colen

OVER ONE THOUSAND students and faculty members attended the opening session of the Day of Dialogue in Lisner Auditorium Friday Morning in spite of the Hong Kong flu and the opportunity to take a three day weekend.

Students who expected to witness a clash between the two principle speakers, Antioch College President James Dixon Jr. and GW's Calvin Linton were disappointed. For while the two men did present somewhat divergent points of view, they did not engage in direct discussion.

Dixon was pessimistic about the state of higher education today saying that "the kindest thing you can say about our educational institutions is that they are obsolete."

Students and faculty members are "suffering," said Dixon, "from a large measure of psychological bankruptcy."

According to Dixon, colleges and universities are under a new strain because "the great struggle for ideas... has moved from the church to politics and education."

Dixon said that this move means that the educational institution must now "deal with the cultivation, the extension, and the development of human idealism."

One of the problems facing both colleges and society in general, said Dixon, is the fact that "education was supposed to compress adolescence and instead,

it has lengthened youth, as characterized," he said, "by a tremendous conflict against [the] establishment."

Dixon said that he feels change is necessary on our campuses, but he was quick to point out that it is difficult to achieve change even at Antioch, which "has been operating under constitutional anarchy for two to three years."

There are three main factors which indicate what chance an institution has of changing, said Dixon.

The first of these, he said, is the "chance for risk-taking" within the institution.

The second indication is "the amount of the total reality of the world which is included within the ambience of the institution."

The third indicator, said Dixon, is the amount of "crunch," in other words the quality and quantity of the "external forces which are working on the institution."

Dean Linton agreed with President Dixon that our educational institutions are in trouble. But while Dixon seemed to place the blame on society and the institutions themselves, Linton seemed more anxious to place the blame on individuals.

As he began his remarks Linton said that he wasn't "making vocal noises on any move of" his own. "There have been too many people making vocal noises lately," said Linton.

"I do not believe," the Dean told the students in the audience, "that you and I are inevitably caught up in antagonizing points of view."

Linton said that he gets "the faint idea that liberal arts education is failing by looking at society," but that he wonders if "liberal education forms society," or if it "reflects society."

Addressing himself to the radicals in the audience, Linton said that "none of us is without his own share of arrogance and pride," and he went on to say that "not to train our rational capabilities is to be less than an individual."

"It's believed," said Linton, "that every opinion that wells up hot and natural deserves to be heard," seeming to disagree

with the "belief."

Stating that some people believe man to be "all good and wise," Linton said that the "seat of evil is in the human soul itself, including in the soul of the student radical at the gate."

"To declare that we should not be thinking better, but that we should not be thinking at all, is idiotic," said the Dean, nor specifying to whom he was referring.

Linton was verbally attacked by members of SDS as soon as he finished his speech.

"Never," said Fred Berg as he stepped to the microphone at

the back of the auditorium, "have so many heard so little from so few."

"Where are the 98 per cent?" asked Berg, referring to Linton's comment that 98 per cent of the students want an education while two per cent want to cause disruption.

When Berg asked, "Where are the two per cent?" about 25 to 30 students, many of them SDS members, stood up, some cheering. Other students in the audience called to them to "sit down and be quiet."

"With an attitude like yours," SDS Acting Chairman

Nick Greer told Linton, "you can expect more anti-rationalism from me and people like me as long as you think that two per cent of the people on this campus want change."

Linton replied that he thought that only two per cent want "destruction."

Greer challenged Linton a second time, asking if it were not true "the Day of Dialogue has been brought about out of fear?"

Linton was loudly applauded when he replied saying "One of the many feelings I have toward students is not fear."

'University Should Depart From Middle-Class Bias'

by Jon Higman

INTRODUCTORY survey courses, present requirements and the University's relations with minority groups were the most common topics and initiated the most controversial discussions at the 15 lower division workshops in Friday's Day of Dialogue.

The University's proper relationship with minority groups was most fully discussed at the workshop in Monroe 104. Students contended that they were forced to learn the ideas of white middle class Americans and suggested the University try to get away from its alleged middle class bias.

"The University should give us an inkling of the outside world," on student complained. "It doesn't do that. The University is concerned more with academic than with social institutions."

Several students at the Workshop felt that there should be more black professors and more stress on black people in the curriculum. Robert Brown, a member of the Black Student's Union pointed out that the course in race and minority groups will be taught by a black man. He said the University needs a Black Studies Program which, he felt, would benefit white students as well as black.

Prof. James W. Robb of the Romance Languages Departments, replied that "the tail shouldn't wag the dog." He

asked how the University can avoid an upheaval while staying up to date.

Introductory courses, especially those in English and sciences, were brought up in almost all workshops. Many students complained that they found courses boring. One participant in the Gov. I workshop even said that "the introductory courses are an insult to your intelligence."

A member of the English Department told complaining students that next semester there would be a new, improved composition course, English 40. He explained that it will include readings that deal with man's contemporary problems, such as Arthur Miller's "Death of a Salesman."

Another suggestion which was made by members of several groups was that there should be separate introductory courses for majors and non-majors. Prof. Bernard Levy, Chairman of the Psychology Department, agreed that there should be separate courses, at least in psychology.

Other students recommended doing away with required science courses altogether. There were several students in the Gov. 204 workshop who felt they should not be forced to study natural science if they had received satisfactory grades in high school courses. Some of them said they found the courses at GW repetitive.

Dr. Robert Willson, Chairman

of the Journalism Department, pointed out that doing away with the requirement for 6 hours natural science would never be accepted by the "big, bureaucratic structure", since while there were thousands of science students to teach at GW, there was only a handful of science majors.

Another complaint voiced was that students can never waive the first group courses in a department and take a second group course. In the religion department, for example, there is no single introductory course; none of the first group courses have much to do with the popular second group course, Religion in American Culture; but students still must take first group courses before they can take that course.

A student in the Gov. I workshop asked why the requirements could not be satisfied over a four year period instead of just in the first two years. His question was also raised by Dr. Dewey Wallace of the Religion department in Mon. 204. He said that this would entail changing some of the departmental requirements, but that it would nevertheless be an improvement.

Prof. Levy was asked why the psychology department eliminated the discussion groups in Psychology I after one semester. He replied that "although some of the discussion groups were taught well, others were taught very poorly" and that one should "give the class back to the lecture teacher." He explained that the ideas of the discussion leader often differed from those of the lecturer. However, he added, discussion groups would probably be brought back soon.

Some other suggestions

- That it be possible to satisfy the language requirement with a language which is not officially approved, such as Hebrew or Hindustani.

- That no penalties be imposed for cutting
- That it be made easier to create new courses.

- That there be a course in "the philosophy and world-view of science" for non-science students.

- That the Day of Dialogue be held regularly in the future.

Student Fred Berg had a comprehensive plan of his own. First, he said, the University should close down. Then it should rebuild itself from the top down, making the student body smaller and the administration much smaller. The new product, he felt, would be a great improvement over the present "multiversity."



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Wolsie, Highfill Debate

Students Clash With English Dept.

by Greg Valliere

DISGRUNTLED STUDENTS met head on with the English Department's faculty members during the day of dialogue session Friday afternoon.

Charges and countercharges flew at the long-awaited meeting, which ended with a resolution to meet again for further discussions on departmental problems.

Recommendations by the Student Academic Committee, talk of disenchantment with the department's failure to initiate independent study and honor programs, and a recent Hatchet column by Dick Wolsie were in part responsible for a large turnout of over 100 students.

A series of heated exchanges between Wolsie and Dr. Phillip Highfill, English literature professor, followed opening remarks by Dr. John Reesing, chairman of the department.

Wolsie began by stating that he knew of no department that had as much faculty unrest as the English department. This unrest, he contended, is the result of those high-up in the department. "Why hasn't the faculty met in two years?" he asked.

"Not true!" replied Highfill. Wolsie went on to cite remarks made by faculty members which, he concluded, "proves there is no communication in the department."

Highfill angrily stated: "I don't call you a liar, but there are lies in this column." He then read aloud Wolsie's Hatchet article, stopping after each

accusation to defend the department.

Highfill said that there were three novels from the post World War II era in the novels course, not none, as Wolsie reported. Reesing answered another charge, stating that he did not veto a course in literary criticism.

"There is simply no instructor to teach the course," he contended, adding that since the past professor retired three years ago, no suitable replacement has been found.

"As for the nine—not eleven—teachers who left last semester," Reesing continued, "most of you had better understand that career-wise, the University has far more people who are instructors than will ever become assistant professors; there are far more assistant professors than will ever become professors, and there are far more associate professors than will ever become professors."

Responding specifically to the nine faculty members who left, Reesing named and explained each. Most of the reasons were for research or personal matters. The lone exception was John Greenya, who, according to Reesing, "had no career here in the future." The department felt it was "best for all concerned that Greenya moved on," he continued.

After Reesing and Highfill gave their explanations, Wolsie said that all of his information for his column was obtained "from instructors, assistant professors, associate professors, and even full professors in the

department." "If what was in my column was lies, how did I get my facts so screwed up after talking to your faculty?" Wolsie shot back.

Much of the discussion that followed dealt with expanding the department to include an honors program and an independent study program, which most of the participants, including chairman Reesing, favored. "We all desire such programs," he said, "but there is not enough money and the staff is overworked."

"Doesn't the University consider the department important?" asked one student. "Why don't they give you enough money—we're not poor, are we?"

Reesing replied that each department is given a certain amount of money based on predicted needs, and there is now not enough new money to expand the present program.

When questioned as to the department's budget, both Reesing and Highfill refused to disclose any figures. "These are private matters," Highfill stated.

A proposal to submit a thesis rather than take the comprehensive exam, which must be passed in order to graduate, was well received by the group. Faculty members stressed the problems that could arise under such a plan, but Reesing assured the students that "the idea will not be lost."

When asked if it would be possible for interested students to be taught non-credit courses by instructors donating their

time, Reesing said that "each of us teaches three exhausting courses" and expressed doubt that any faculty member would be willing to accept the extra burden.

Professor Louis C. Schaefer received loud applause when he stated his willingness to participate in such a program. "We teach nine hours now, but we used to teach twelve," he declared, adding that if "ten or fifteen people wanted a seminar, I would be glad to hold it with them."

The American Literature textbooks were criticized for their "lack of relevance" by several students. William Hunt, a black student, asked why there were no Negro authors in the texts other than LeRoi Jones. Dr. Coberly replied, "There are no major ones, and the minor ones are being crowded out by better authors." As for the over-all merits of the textbooks, Reesing admitted that they "could be better."

Responding to a touchy question brought out by a student who charged that all changes had to go through Dean of Columbian College Dr. Calvin D. Linton and his committee, Highfill angrily contested that such allegations were not true.

At the close of the meeting, Gloria Mintz, a student, proposed another meeting to attempt to further discuss possible changes in the department. The motion was passed unanimously. Plans are now being made for another session.

Professor Schaefer, when asked by Wolsie to summarize the meeting and evaluate the thoroughness of some of the answers given, declared, "I don't think your questions were fully answered, or were others."

"I think a great deal was done today," he concluded, "but the question remains: are we or are we not doing a good job? In many areas, we are not."

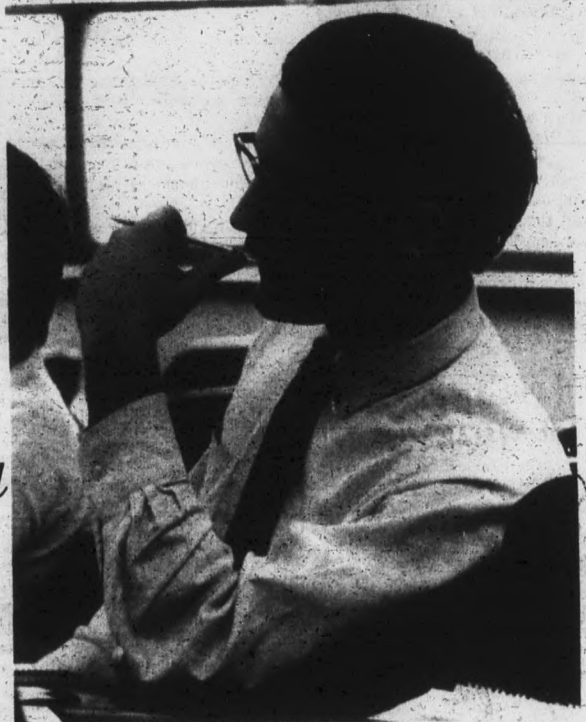


photo by Colen

Afternoon Dialogues

Struggle With Curricula

Economics

ON FRIDAY AFTERNOON, the Day of Dialogue shifted from Lower Division workshops on general topics to Upper Division departmental discussion. Hatchet reporters sat in on most of the 27 departmental meetings. The following accounts are reviews of some of the more interesting sessions.

American Studies

THE AFTERNOON SESSION on American Studies revealed that Dean Calvin Linton's Committee on Studies is strangling innovation within the department.

Linton's committee stipulated that American Civilization and Thought, a sophomore course taught by the new department, would not be acceptable as a social studies requirement. Professor Robert Walker, director of the program, said that the decision would cut by one-third the number of American Studies majors. An advisory committee to the department declared the course acceptable as a social studies requirement.

The problem of innovation being arrested by a maze of committees and the lack of money were considered to be the main obstacles to the six month old department, which was formerly part of the English department.

The possibility of adding more courses was also discussed. Rhonda Billig stressed the need for more specialty courses in American Literature. There was also a desire expressed for a course on the American black man and the American Indian,

de-emphasizing the comprehensive exam in favor of a thesis. He felt it could be possible to combine the grade on the comprehensive with a thesis mark for a more balanced assessment of student work.

The possibility of dropping the mandatory History 39-40 and 71-71 courses was also discussed. Sharkey felt that they could be waived in order to take other courses. He also favored the introduction of junior seminars covering a wide range of topics.

A humorous note was injected into the meeting when Professor Wood Grav, who received his bachelor's degree in 1927, declared that his comprehensive exam was "an enjoyable intellectual experience."

History

DR. MARIO RODRIGUEZ, explained the requirements of the newly created department of Latin American Studies. Mandatory courses, he explained, must include political science, economics, geography, anthropology and Latin American literature.

Students at the meeting complained that too many introductory courses had to be taken before they could delve into more specific areas. Rodriguez explained that some courses may be waived with the permission of the professor.

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Rodriguez ended the session by stating that he, along with other professors in the program, are doing research with the purpose of strengthening the program and integrating it more fully among the various disciplines.

Public and Int'l Affairs

CLOSE TO 50 students met with six faculty members of the School of Public and International Affairs headed by Dean Hiram Stout.

Several suggestions were made, most of which will be discussed further when department faculty members and students meet again after the vacation. One of the most pressing needs discussed was to make the requirements more flexible.

A possibility of offering non-credit courses was discussed. They would be held in informal gatherings of students for analysis and interpretation.

An intern program was suggested, but Stout said the government could not afford it. Other institution were mentioned, such as the World Bank, as possible training grounds.

Religion

A LIGHT TURNOUT of students at the Religion Department conducted an informal discussion Friday which concentrated on possible improvements. Most of the students commented that they

were happy with the fact that requirements were loose for religion majors.

New courses suggested were "Psychology of Religion," "Black Religion," and "Modern Theology." There was general agreement that History of Judaism 135 repeated too much of the material covered in Old Testament 9 and Prophets 103.

Some faculty members suggested that the department hold periodic get-togethers with anyone interested. It was also suggested that a member of the department could always be available at the office to talk with students.

Psychology

FIFTEEN PSYCHOLOGY FACULTY members, including Dr. Bernard Levy, head of the department, met with about 80 students Friday afternoon. The major accomplishment was the announcement of a similar meeting this Thursday.

Nick Greer's suggestion that more clinical courses be offered led to a discussion of whether the department's purpose was to give a liberal arts background or a vocational background.

Both students and professors (See DEPARTMENTS, p. 15)

Philosophy's Schlagel

Prof. Says Black Culture 'Irrelevant to GW'



photo by Wile

PHILOSOPHY DEPARTMENT Chairman Richard Schlagel angered and shocked students twice in one meeting Friday, by asserting that black culture is irrelevant to GW students, and by declaring that faculty members are not responsible to students but only to themselves. Schlagel was moderator of a Day of Dialogue evening workshop on "Changing the Curriculum."

Schlagel, responding to demands by black students that greater emphasis be given to contributions by blacks and other minorities in introductory courses, said that black culture is irrelevant and therefore should not be in the curriculum. He defended the lack of coverage of blacks in his own courses with the statement, "There have been no black philosophers."

Black students in the audience said that Schlagel's statement was symptomatic of the appalling ignorance by whites of contributions made by black people, as a result of centuries of racism. They pointed to the recent establishment of a degree program at Yale University in Afro-American Studies as evidence that there is a great volume of knowledge on black history and culture which has been overlooked in the past.

On being challenged, Schlagel admitted that he knew practically nothing about black people, but repeated his statement that there have been no black philosophers. The black students said they consider W.E.B. DuBois a philosopher of significance. One white student demanded Schlagel study

Afro-American Studies at Yale before making such a claim.

The black students called for the establishment of a Committee on Black Studies. This panel, composed primarily of blacks, would review programs in such departments as literature, history, art, and music, and would gather information on black contributions, to have it included in the curriculum.

Later that evening Schlagel aroused the group again by maintaining that the faculty has no responsibility to the students. This remark arose during a discussion of whether faculty meetings should be open to students.

David Berz, Lower Columbian Representative to the Student Council, had urged that faculty meetings be opened to student observers, saying that a major problem is that faculty and students "don't respect each other as equals." He said that open faculty meetings would serve to improve understanding between students and faculty.

Schlagel maintained that open faculty meetings would infringe on "faculty responsibility" and that the decisions taken at faculty meetings were administrative and not of direct concern to students. Schlagel was questioned by senior Robert McClenon as to whom the faculty was responsible, and replied that it was to themselves.

When McClenon pointed out that student tuition pays faculty salaries, Schlagel said that to make faculty responsible to students would reduce them to "hired laborers." He responded to Berz's plea for greater respect

between students and faculty by saying, "You're not equal."

After the formal conclusion of the workshop, Schlagel clarified his beliefs by explaining that a student's attendance at the University is solely a privilege and does not impose any obligation on GW. He added that, while respecting McClenon's views on faculty responsibility, he considered them "reprehensible."

The basic theme of the session was the need to make academic change easier. Student moderator Jim Lyons opened the session with the remark, "The power structure at this University is impervious to change." As an example, he cited the English department's refusal to include any works by black authors in its courses.

Lyons advocated an experimental college within the University as a solution to obtain changes. Courses in this college, which would be for credit, would be offered whenever a professor submitted a syllabus which was approved by a committee of student "deans." If successful, the experimental courses could be incorporated into Columbian College.

Berz supported the idea of an experimental college, saying that GW must constantly re-examine itself in order to grow.

Lyons said that the idea of an experimental college has been endorsed by President James Dixon of Antioch College. It could be financed, Lyons suggested, by students assessing themselves one dollar per course taken, the procedure which will be used to fund the Inner-City Scholarship.

Lyons contrasted the ease of creating new courses in an experimental college with the lengthy procedure now required to set up interdisciplinary courses. A course must be approved by a department and referred to the Columbian College Committee on Studies. If cleared, it is reported to the Dean for submission to a faculty meeting.

It was pointed out that curricular changes are under the control of the faculty rather than, as many students believe, the administration. One student charged that certain senior faculty members are the main opponents of change.

There was considerable criticism of Lower Division required courses, which were described by students as stifling independent thought, stressing memorization of facts, and restricted to their own disciplines. Lyons urged courses that would cut across disciplinary lines.

Assistant Dean Harry E. Yeide explained that this interdisciplinary approach is the aim of the Honors Program planned for next year. A seminar in the freshman year will take the Great Books approach, to acquaint the students with broad overall world-views that thinkers have held in the past. Seminars in the sophomore year would view two specific problems, such as the urban crisis, space exploration, or environmental control, from an interdisciplinary standpoint.

Grades, Tenure, Race

Topics Range in Evening Discussions

by Chris Lorenzo

MANY OF THE attacks on grades, tenure and treatment of blacks and their contributions that were voiced in Friday morning's discussion groups were repeated in the evening workshops. Few left their discussion groups early, except

Dean of Columbian College Calvin D. Linton.

At the workshops on "Changing the Curriculum" and "Black and White" students said that GW's failure to include black contributions in courses on philosophy and literature exhibited racism. Many faculty

members admitted that they didn't have enough knowledge to teach black contributions.

GW was accused of applying archaic and discriminatory admission standards to blacks partly by its use of the College Board's Scholastic Aptitude Test scores. It was claimed that black students don't score high on SATs because the material on the tests is irrelevant to them.

Students in the "Learning and Teaching" and "Academic Freedom, Grades and Tenure" workshops felt that grades obstructed and discouraged learning. One student complained that he was "too busy studying to learn." Auditing was rejected as a possible solution because although the students pay for the course, he receives no credit for it, which he may later find that he needs.

In "Academic Freedom" Professor Stefan Schiff opposed expansion of pass-fail because grades are needed as a means of evaluating applicants for graduate school. Dr. Thelma Lavine, chairwoman of a committee now studying GW's grading policies, replied that other means of evaluation could be found.

Also in this workshop, Chairman of the Executive Committee of the University Senate Dr. Reuben Wood defended tenure as necessary to preserve the academic freedom and economic security of professors. Dean Charles W. Cole

explained that tenure councils within each department decide who will receive tenure.

Student Council Vice-President Ronda Billig attacked these councils because students are excluded from them and because they are essentially political in nature, favoring those teachers with amiable personalities. Bruce Smith added that tenure actually takes away from those who don't have it the freedom to criticize and improve a department. Dr. Wood admitted that tenure is unfair, but said that there was no better system.

In the "Professionalism and Education" workshop, a professional course was defined as one that prepares a student for a job by training him in techniques used in the job. Workshop moderator and journalism department Chairman Robert Willson said that therefore many Columbian College courses should be put on the graduate level.

Conversely, senior psychology major Steve Selzer said that many graduate courses which aren't truly professional should be open more freely to undergraduates. Many felt that GW doesn't have enough liberal education requirements, though the engineering major's problem was acknowledged. It was generally agreed upon that professionalism on the part of the instructor, regardless of teaching ability, was advantageous.

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Denies Due Process

he pointed out that similar regulations are under study by the Student Life Committee, which will meet again today, and was concerned because the Senate made no attempt to consult students before acting on the resolution.

Student Life Committee Chairman John Morgan moved to amend the resolution by adding a provision guaranteeing that if a student was charged under the policy, he would be entitled to a hearing before a body composed of at least 50 per cent students, presumably the University hearing Committee. Morgan's amendment was defeated by a fairly substantial majority.

A motion by Professor E. L. Stevens to send the resolution back to the Executive Committee with instructions to have it restudied by a joint faculty-student committee was defeated. A motion by Professor Zuchelli to instruct the Student Life Committee to draw up implementing regulations was passed.

Knically was angry over the Senate's refusal to assure due process to students. "The Senate has been as arbitrary as the statement in the catalogue," he charged.

Faculty members who should be disciplined under the policy are to be granted due process under the Code and Ordinances Governing the Faculty.

In other business, the Senate approved a resolution by the Educational Policy Committee which would, essentially, approve the action of the administration on final exams. Vice President William P. Smith declined to reschedule the exams in spite of student requests to move them away from Inauguration Day, because of the possibility of disturbances on that day.

The Senate heard pleas by

Departments — from p. 13

Struggle With Curricula

agreed that there was a need for smaller classes. A suggestion was made to offer some courses two semesters instead of one. The large classes led many to comment that there was little cooperation and interaction between students in and out of class.

Romance Languages

DISCUSSION DURING the Romance Languages meeting led the department chairman Dr. John Frey to admit that "the language program here is not what it should be."

Many students in the department who plan to teach felt that the department does not prepare them adequately. More stress on grammar and linguistics was felt needed.

The emphasis on literature was disfavored by many. One student felt that "the language was being taken as a tool for the literature." Many felt that the linguistics aspects could be better stressed by using more dialogue in classes.

It was suggested that interested students meet again with the faculty, although no date was set.

Sociology

FORMATION of a student-faculty committee to discuss problems and

SERVE President Dave Fishback, Knically, Panhellenic President Susan Fields, Henry Ziegler, Art Des Jardin, and Hatchet News Editor B. D. Colen that exams be rescheduled. Partly because of the divergence of plans proposed, and also because many faculty members considered the evidence of possible disturbances inadequate, the Senate did not accept their urgings.

Assistant Vice President H. J. Cantini later said that President Elliott had set up a committee of Cantini, Registrar Frederick R. Houser, and Dean of Men Paul Sherburne to form contingency plans for rescheduling exams in an emergency, such as civil disorder, heavy snow, or a flu outbreak. Senate Executive Committee Chairman Reuben E. Wood and Knically will work with the committee. It will announce any recommendations on Jan. 8.

SDS Regional

ABOUT 150 WASHINGTON area SDS members participated in a regional conference held at GW this weekend.

Featured was a panel discussion on student life in the multiversity, workshops on radical organizing, strength and films of the Columbia rebellion and the Black Panther movement.

Area SDS members discussed university life from a socialist perspective, stressing the isolation and alienation of the individual student in the highly structured and increasingly competitive university situation.

Discussion centered around communicating with other students, particularly those who have, SDS claims, been thoroughly socialized by the existing educational mechanisms.

announcement of course re-shuffling was made at the Sociology Department meeting Friday.

Student displeasure at the Sociology theory course, which now is taken in the senior year, led the department to change it to a lower division course.

Instructors will announce in class the time and place of the next department dialogue to be held Wednesday. It was decided that additional discussions could better determine the role and objectives of the department.

The possibility of combining all the Sociology 1-2 courses into two large auditorium classes was discussed. Many professors favored this, feeling that each instructor could teach the class for two or three weeks, concentrating on his specialties.

Political Science

LACK OF MONEY is the most pressing problem in the Political Science Department, Dr. Wolfgang Krauss, moderator, told approximately 75 students.

The tight budget, Krauss declared, is responsible for the lack of graduate teaching fellows. Also discussed was the large amount of paperwork involved in the department, which has more majors than any other in the University.

Suggestions made included a possible current events club, and

Day of Dialogue Greeted By Mixed Student Reaction

by Andrea Goodman

THE DAY OF DIALOGUE met with mixed reactions in the final analysis of student leaders.

SDS chairman Nick Greer, who termed the day a "cooptive type tactic of the administration," was satisfied that the students had seen that the faculty does not want change. He cited Columbian College Dean Calvin Linton as "the epitome of what we felt, the administration was unwilling to listen to the demands of students."

Dean Linton had walked out of a meeting concerning the academic power structure, after a brief exchange with sophomore David Dolgen who questioned the role of the student in the university.

"The faculty didn't understand what it (the day) was all about," said Greer. He also commented on the "Paternalistic attitude" of the faculty "prevailing at the psychology workshop at which Greer proposed the establishment of a three credit course to evaluate and make recommendations to the department on its texts and teaching methods."

Bruce Smith also criticized Dean Linton for being a "stifling figure." "Linton showed his true colors when he proved that he couldn't tolerate what actually was a diversity of opinion."

Smith mentioned as a possible candidate for the Student Council Presidency, observed that the Day of Dialogue gave the faculty a chance to see that campus discontent is more widespread than Dean Linton's 2% estimate. He suggested follow up sessions noting that it was too early to judge the effectiveness of the first dialogue.

Tim Thomas, Vice President of the Black Student Union, termed the day "just a bunch of

bullshit, a pacification program."

Thomas, who attended the evening session, Black and White, noted that "the white students are going to have a meeting but we Blacks have already drawn up proposals." The proposals, introduced at the meeting, include the enrollment of 200 more black students by 1970 and the addition of 15 black faculty members.

Despite the specific demands made, Thomas doubted the possibility of change in the hands of the administration. "What kind of change can we have when a dude (Linton) who's supposed to listen walks out?"

Student Council President Jim Knically hoped that the day would be "the beginning of a continuing dialogue." He said

that a meeting would be held today to make a report on the action and to give the concept some structural form.

Knically viewed the Linton walkout incident as a case of his being in the position of an authoritarian figure whom some students found cause to dislike.

As the man who had put his name to the proposal to initiate the day, Dean Linton found the dialogue "quite helpful and constructive." He had left the meeting, he said, because of commitments at three others. "I felt I had served my purpose. I had been there an hour and a half already."

Commenting on the possibility of effecting some of the proposals Linton said, "It is not a case of the faculty mind being oriented toward change or not, but whether the proposals are better than those in effect."

Swami Ranganathananda Emphasizes Mental Growth

by Eric Reines

SWAMI Ranganathananda, a monastic member of the Rama Krishna Spiritual and Cultural Movement, said Wednesday night that while a man's physical growth has an end, mental growth is always possible.

He said that this growth must be continued to work toward one unified human culture. The Swami spoke at a lecture sponsored by the GW Philosophy Club and the Board of Chaplains.

Opening his lecture with the word "friends," the Swami pointed out that while science is rational and intellectual, religion and culture are essentially emotional. Historically, the Church had been "anti-rational." He noted that Western man has rejected religion because of this and that he now feels something is missing from his life.

truth, said Ranganathananda. If it isn't, we have a "stagnation of life energy," and we can't teach, learn, or love.

The Hindu scholar went on to say "culture is cumulative experience and therefore it is tradition." He said that it is a "new set of inheritance" that is non-physical, non-genetic, but spiritual.

Racism, the Swami stated, is contrary to science and is the product of a childish ego. It is a belief in genetics, which is fixed, rigid, and final, and therefore holds culture back. He said that on the other hand, culture can be resilient and expansive and can constantly be developed.

The Swami noted that Rama Krishna had founded the Spiritual and Cultural Movement in 1886 because India had closed its culture off from the rest of the world and it was stagnating.

Swami said that religion need not be destructive and "anti-reason" and used the religion of India as an example. Quoting, then translating from ancient Indian religious writings, he showed that it taught that everything can be discussed unheatedly and that one must seek truth, not dogma. "Experience was the touchstone" of this religion which taught that concord and tolerance are of utmost importance in the seeking of

In the question and answer period that followed, Ranganathananda stated, "Spiritually, even physically, we are one." He said that the Rama Krishna Movement wishes to teach the belief in tolerance and selflessness of the East and learn the intense practicality, or ability to make action of ideas, of the West.

An organizational meeting for a D.C. branch of the Rama Krishna Movement will be held today.



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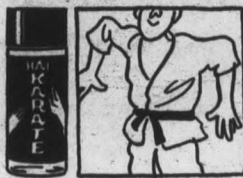
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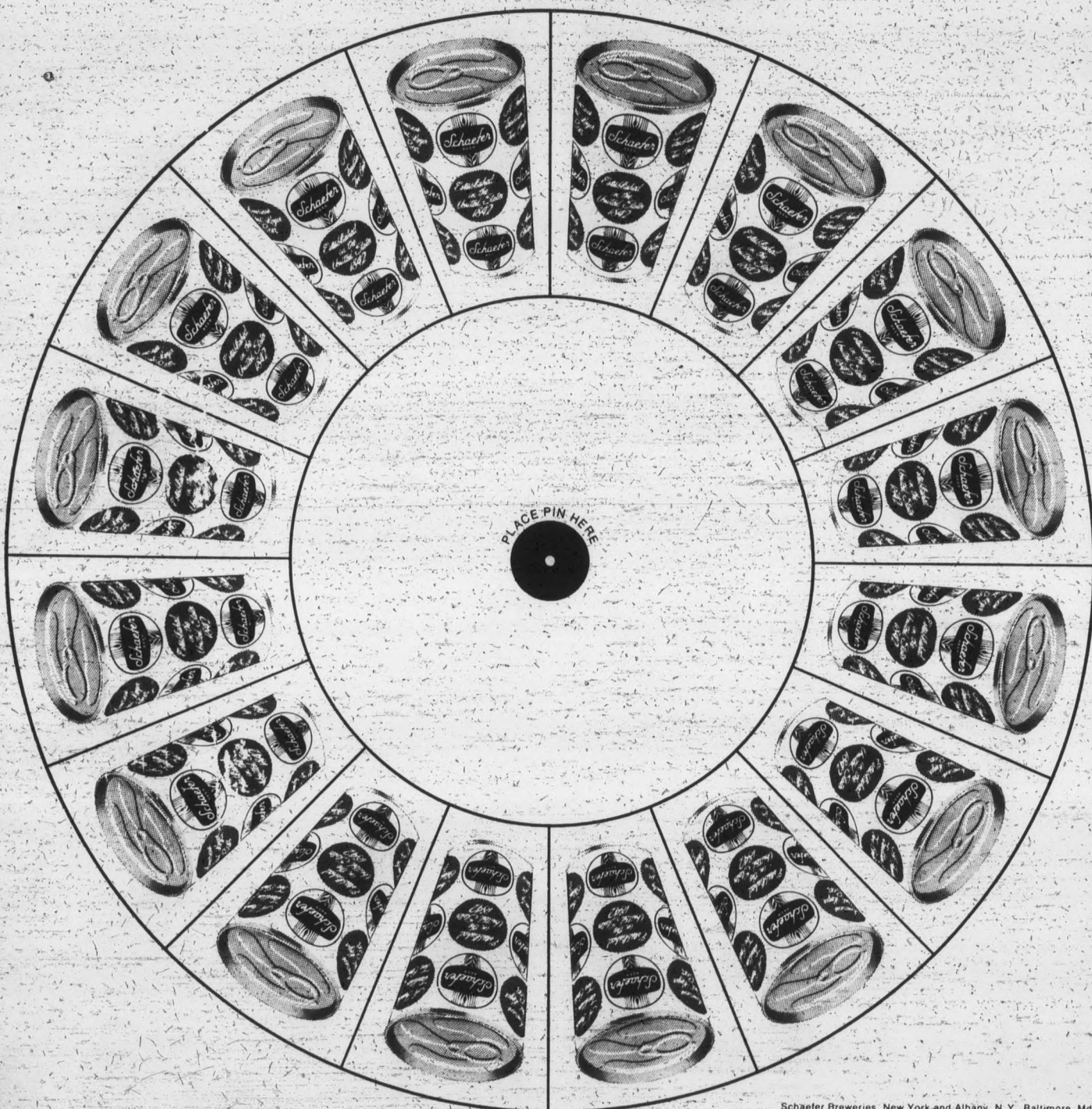
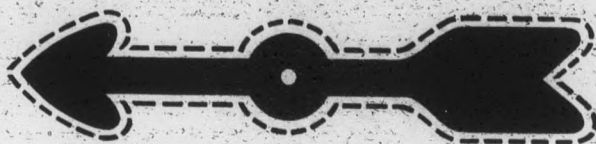
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BOB TALLENT (40) can hit equally well from the inside as from long distance. Bob hit for 32 points in the win over William and Mary.

photo by Ickow

Tallent Nets 32

Buff Down Indians for 6th

by Ron Tipton

BOB TALLENT'S 32 points led GW to its sixth victory in a row, 82-71, over stubborn William and Mary Saturday night at Ft. Myer before approximately 2500 fans.

This marks the first time since the 1955-56 Colonials of Joe Holup that GW has made such an impressive start.

Throughout the first half the score was close; in fact the lead changed hand six times and was tied on seven occasions until the older Tallent sank a jumper to give the Buff a 30-28 lead. They never relinquished the lead.

William and Mary shot well and played an effective floor game during the first half, moving the ball around for the good shot. They also slowed down the GW fast break as the Indians more than held their own on the boards. GW, shooting poorly most of the half, took a 45-41 lead mainly because of a hot streak by Bob Tallent.

The Colonials came out in a hurry in the second half. With Bill Knorr providing the incentive, the Buff blasted out

to a 22 point lead. The scoring was led by Bob Tallent who started the spark with two long jump shots. The Tallent swishes gave the Buff to a 22-4 margin over the Indians during the drive.

On the verge of breaking the game wide open, the Buff suddenly went cold. They could not pass, shoot, or rebound at all, and William and Mary began to catch up. With 3:35 left, GW's lead had been cut to six points. But Knorr sank three clutch baskets in the last three minutes to put the game on ice. The Tallent duo combined for 47 points, very close to their season average. Bob contributed 32 of them, a great many on shots from more than 25 feet out. Mike garnered 15, despite being weakened badly by the flu; and was unstoppable from the base line on one-on-one situations.

Harold Rhyne contributed 13 points and 11 rebounds, and Knorr had 10 and 8, respectively, despite playing less than half the game due to his bad knee.

The Indians were led by Dave Daugherty who scored 18 points.

Cont. p. 19



At Georgetown

SPORTS

HOME VISITOR

W&M at Ft. Myer

Strong to Tallent to Barnett Shocks Hoyas in Overtime

by Harvey Blumenthal

A DRIVING LAYUP by reserve Ralph Barnett with three seconds left in overtime gave GW an incredible 74-73 victory over Georgetown before a capacity crowd of 3200 people in the Hoyas' McDonough gym last Thursday night. The win enabled GW to remain unbeaten through five games, while Georgetown took its first loss of the season in four games.

It was a twist of fate for Barnett who turned from goat to hero. With three seconds remaining at the end of regulation play and the score tied 62-all, Ralph committed what seemed to be an intentional foul as he hacked Georgetown's guard Dick Zeitler. After being awarded two shots Zeitler proceeded to miss both of them, as the Hoyas could manage only one of seven free throws down the stretch.

In the overtime Georgetown's captain Jim Supple took advantage of a charging foul by Barnett and sank two foul shots giving the Hoyas a 73-70 lead with 38 seconds remaining. But GW was not to be denied as Roger Strong sank a 15-foot jumper to cut the lead to one point.

Bob Tallent then fouled Georgetown's reserve guard Tim Mercer who missed a one-and-one opportunity with eleven seconds left. Strong grabbed the important rebound, passed out to Bob Tallent who fired the ball to Barnett, setting the stage for the decisive layup.

The lead changed hands six times in the earlier parts of the first half, before GW went ahead 21-20 on a jump shot by Bob Tallent with ten minutes remaining. The Colonial's managed to widen the gap to

41-33 at halftime, as GW, led by Harold Rhyne's eight rebounds, dominated both the offensive and defensive boards.

In the second half the Hoyas slow and deliberate offense began to penetrate GW's man-to-man defense. The guards were consistently hitting the Hoyas' big men, six foot five Jim Supple and six foot six Charlie Adrien underneath the basket. Meanwhile, GW's offense fell unbelievably flat, except for free throws. The Colonial's could muster only five field goals in the entire second half hitting a poor 24% of their shots, yet they countered on a respectably 81% of their foul shots.

The Hoyas took the lead 46-45 with seven minutes gone in the second half on an Adrien tip. Georgetown was never headed until Bob Tallent's free throw gave the Colonial's a 58-57 lead with three minutes remaining. Four foul shots by Mike Tallent was all the scoring GW could produce in the waning minutes of play, but his final two gave GW a 62-59 margin with 23 seconds left. A foul shot by Adrien and a tip-in by Ed McNamara with eight seconds on the clock tied the game 62-62 at the end of regulation play.

In the overtime, the Colonial's took the lead twice but the Hoyas grabbed a three point advantage twice, the first on a three-point play by Georgetown's top-scoring Adrien. GW had an extremely difficult time containing the Hoyas' big men throughout the game, especially when the Colonial's lost Rhyne and Bill Knorr on fouls late in the game. Adrien finished with 31 points and 13 rebounds, while spending twelve minutes on the bench with foul trouble. Supple hit for

27 points and nine rebounds but even that wasn't enough for the Hoyas.

GW's scoring attack was lead by Bob Tallent, playing despite the flu, with 24 points while brother Mike was next with 15. Rhyne was the leading rebounder in the game with 17.

The Colonial's on picking their fifth victory so far this season, already equaled the final number of wins compiled by last year's team which finished with a 5-19 record. It was also the first time GW had won their first five games since the Colonial team of 1955 accomplished the feat en route to a 19-7 record.

GEORGETOWN									
	FG	FT	R	PF	T		FG	FT	R
Adrien	12-22	7-12	13	4	31				
Supple	11-20	5-9	9	3	27				
Zeitler	0-4	2-5	4	4	2				
Favorile	3-7	2-3	9	3	9				
McNamara	3-7	0-1	2	0	2				
Hannan	0-1	0-0	2	2	0				
Weber	0-0	0-0	0	0	0				
Pyles	1-2	0-0	1	0	2				
Mercier	0-0	0-2	0	0	0				
Totals	29-44	15-33	43	22	73				

GEORGE WASHINGTON									
	FG	FT	R	PF	T		FG	FT	R
M. Tallent	4-8	7-9	5	3	15				
Strong	2-6	4-5	5	4	8				
Rhyne	3-8	0-0	17	3	6				
B. Tallent	8-34	8-11	5	3	24				
Conrad	0-1	0-1	2	1	0				
Mooney	2-7	1-1	4	1	5				
Barnett	2-2	4-4	3	3	8				
Knorr	4-7	0-0	1	0	8				
Lovels	0-0	0-0	1	0	0				
Szczerbiak	0-1	0-0	1	0	0				
Totals	25-74	24-31	50	26	74				

Regulation: George Washington, 41-33.
Halftime: Tied, 42-42.

G F T GW Fresh									
1 0 2 Whitmore									
4 4 12 Kleinberg									
6 7 19 Baltimore									
7 4 18 Johnson									
2 2 10 Jordan									
2 1 5 Finkelstein									
Totals	24	18	44	20	31	29	91		

Badminton

THE 1969 INTRAMURAL Badminton tournament will be held on January 7, 8, and 9 starting at 8 p.m. in the men's gym. Matches will be held on a first come - first serve basis.

Two Points

Undefeated!

Stu Sirkin

IN 1965 GW was 3-18; in 1966 GW was 6-18; in 1967 GW was 5-19; in 1968 GW is 6-0. Last Christmas the Buff went into the break without a win; this year they could go in without a loss.

Whether they do is dependent upon the result of the Maryland game tomorrow. Like Georgetown Maryland is an area rivalry, and the results in rivalries rarely follow the book. Upsets are frequent and tight games are commonplace.

GW is now undefeated but the Colonials have been lucky. At times they have not played well and won. GW has overcome both injury and illness. These are signs of a good team, but they are also signs of a lucky team. In some places these are synonyms for each other.

Against Georgetown GW had no right to win, but it did. Either lady luck or destiny or both are on GW's side. GW went into this traditional rivalry against an undefeated opponent with an ailing team. They came out with an unbelievable win.

It was an inconceivable game. A movie script could not have done better. Bob Tallent who had been in bed for two days with the flu and was not supposed to play goes the whole way, scores 24 points, and keys the overtime play when he is dead-tired. Bill Knorr, playing in spurts on a bad knee, comes in to continuously spark the Buff and control Charlie Adrien of Georgetown.

Walt Szczerbiak comes off the bench after the two big men get into trouble and plays well inside. Roger Strong, last year's MVP and the overlooked player this year, grabs the big rebound and sinks the key basket. Ralph Barnett, the skinny sophomore, comes in to play a tremendous

game on defense. In the last three seconds he panics and commits a foul that should cost GW the game. But lady luck helps push the two foul shots wide of the hoop.

Exactly five minutes of playing time later he is the hero, as he sinks a Bob Tallent pass for a lay-up and the game. A gain GW practically gave away only to have lady luck and skill give it back when it counted.

It was all unbelievable and inconceivable. How could GW score only five field goals in the second half? And how could they still win? Call it luck. Call it destiny. Call it skill. It is the sign of a good team destined for a good year.

Tomorrow GW comes up against another tough area rival. The Buff have not beaten Maryland since 1961. In more years than not they have been outclassed. Also at stake is the fiction of the vast superiority of any ACC team. GW beat Virginia, an ACC powerhouse this year; Maryland is supposedly one of that Conference's weaker teams. The Colonials should beat them also.

But as with Georgetown, rivalries bring out a little extra in both squads. Maryland is only 1-4, but the game is in vase Cole Field House. Maryland has the home advantage, but a good GW crowd could neutralize it considerably.

The Terrapins are led by six foot eight Will Hetzel. Hetzel is the brother of former Davidson All-American and pro-player Fred Hetzel. The Terps also have a couple of good guards, but they have had accuracy problems in early games. The prediction here is GW by an 83-74 margin to retain its UNDEFEATED status.

Buff Face American In Wrestling Opener

WEDNESDAY THE WRESTLING team will open its first season as a varsity sport with a match against American University at American. In its first season the Buff team will rely heavily on freshmen with seven out of the twelve possible starters being first year men. Competition is very strong for some of the positions, but the most probably lineup is as follows.

In the 123 pound class the expected starter is Bob Grant, a junior with four years experience at Caldwell High in New Jersey. He placed third in the N.J. District matches and has been active in club wrestling at GW. Pressing him at 123 is Jan Sickler, a freshman from Bethesda Chevy Chase. Jan was the captain of his high school team and placed third in the bi-county meets.

Expected to go at 130 pounds is Jerry Kroll, a freshman from Scarsdale, N.Y. At 137 a battle for the berth is shaping up between Wayne Barbaro and Rich Golden. Barbaro is the pick to go against American. He was a three year letterman from Amesbury (Mass.) High School. Golden is a freshman from Rosslyn, N.Y.

Dave Greenberg, the team captain and most experienced wrestler will be at 145 for the American match. He won the Seattle Western Collegiate while wrestling for Oregon State and has never lost a college match. Following Greenberg will be Don Pashayan at 152, a freshman from White Plains, N.Y. with four years of high school experience.

At 160 Coach Kerin's choice is Steve Silverman, a freshman from Vestal High in Binghamton, N.Y. with three years of high school experience. In his senior year Steve won the Southern Tier Athletic Conference and was selected to the SCAT All-Star team. He also won the Sectional finals but was unable to continue due to injuries. In the 167 pound class Ken Butler, a freshman from Bradford, Penn., is expected to start.

177 pound class will go to Ed Herrick, a senior and former football player. Coach Kerin expects Herrick's speed and strength to make up for his relative wrestling inexperience.

Paul Hagan will wrestle the unlimited class against American. Later in the season he is expected to drop to the 191 class when Josh Howell recovers from mononucleosis. Hagan wrestled for four years in Georgia, where he placed fifth in the state finals. He was named the teams most valuable wrestler in his senior year.

Howell, now out with illness, is a 217 pounder from Arlington, Va. He has four years high school experience and another year of wrestling as a freshman for the Naval Academy. Last year he was co-captain and Most Valuable Player for the lacrosse team.

Commenting on his teams relative youth, Coach Kerin said, "Even the best teams had to start somewhere. With these boys desire and potential I believe that we can expect an exciting season."

American will field a strong team, composed mostly of juniors and seniors. They have already had a long series of preseason scrimmages and two regular matches. Before their match with the Buff grapplers their record stands at 1-1, with a win over Gallaudet and a loss to Bucknell.

GW has eight matches after meeting American plus the Southern Conference Tournament.

Schedule

January	
9 Catholic	H
11 Baltimore	A - 2 p.m.
31 VMI	A - 4 p.m.
February	
4 Howard	A - 4 p.m.
7 Wm. & Mary	H - 3 p.m.
15 Gallaudet	H - 2 p.m.
18 Howard	H - 3 p.m.
March	
1 Ft. Belvoir	A
7-8 So. Conf.	Charleston, SC

Indians — from p. 18

William & Mary-Falls

The six foot eight forward also grabbed 16 rebounds. The Indians leading scorer Paul King was held to only 12 points.

In the preliminary, the Baby Buff again playing without star Ronnie Nunn, lost an 81-69 decision to the William and Mary frosh. Bruce McClennon led the victors with 23 points while Len Baltimore hit 24 for GW. The Buff closed to within seven points several times in the final quarter, but the Indians kept reopening the gap. Tim Riordan, Maurice Johnson, and Carl Whitmore also scored in double figures for the Colonials. The Buff, who are now 0-6 on only 33 per cent of their shots.

If the Buff beat Maryland tomorrow it will be the longest opening win-streak since the nine straight of 1947, and the longest streak since the 11 straight in the middle of the

Season Stats

Bob Tallent	28.5 ppg
Mike Tallent	19.5 ppg
Bill Knorr	12.2 ppg
Harold Rhyme	11.7 ppg
Roger Strong	8.7 ppg
Walt Szczerbiak	5.2 ppg
Ralph Barnett	4.6 ppg
Francis Mooney	2.0 ppg
John Conrad	1.8 ppg
Steve Loveless	0.0 ppg
John Powers	0.0 ppg



COACH KERIN COMMENTS on the cross body ride Dave Greenberg has on Steve Silverman. Watching (left to right) are Don Pashayan, Jan Sickler, Ken Butler, Jerry Krell, Wayne Barbaro, Rich Golden, Ed Herrick, and Paul Hagan.

photo by Resnikoff

At Conference Meeting

Perros Declines Reelection

by Stu Sirkin
Sports Editor

THE SOUTHERN CONFERENCE selected a new president at its meeting last Friday. Dr. Theodore Perros of GW, the old president, declined to be reelected and will be succeeded by Col. John Barrett of VMI.

Perros, who has been criticized by The Hatchet

because of his 'conflict of interest' in being president of the Conference and chairman of the University Senate Committee on Athletics, became president last year. His decision not to be reelected for another term comes at a time when there is considerable talk and sentiment at GW for leaving the Conference.

Only last Wednesday, President Lloyd Elliott asked the University Committee on Athletics to advise him on GW's continuing Conference affiliation. A week earlier the Student Council had approved by a 21-3 vote the recommendation of its Committee on Intercollegiate Athletics that GW withdraw from the Conference.

In other business the Conference voted to require all members to play six Conference football games a year by 1973. This of course does not affect GW which does not field a grid

team. In a related motion, it was proposed that each school be required to play a minimum of 14 Conference basketball games. Action on the motion was postponed till the spring meeting.

When contacted by The Hatchet, GW basketball coach Wayne Dobbs was very much opposed to the idea, stating that "14 games are too many games to play in the Southern Conference." This same idea was expressed by Davidson when the idea was discussed last year. Currently all teams are required to play ten Conference games.

A motion to limit the total number of athletic scholarships to 125 was postponed. Also discussed was the membership application of the University of Chattanooga. It was decided to send an investigating group to determine if the school met Conference requirements. Final action will probably be taken in the spring.

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Analysis of Student Left

'Help Keep Others Honest'

The third in a series of articles on the student left at GW.

by Rick Mink

BRUCE SMITH is an unusual type of radical at first glance. He has served on Student Council committees and University committees, as well as serving on the Steering Committee of the now defunct Student Board of Trustees and co-chairing SBT's Flash, the radical's orientation newsletter for incoming freshmen.

So Smith appears to be an "acceptable" radical. However, he feels that the administration only chose him because they didn't look very hard. "They could easily have found someone who was a lot less troublesome."

"One of the most important functions that a radical can serve on all these committees is to help keep the others honest. Most students go into a situation like that ready to compromise. You can't go in that way and get anything accomplished."

"Radicals on University committees can expose the pseudo-liberalism of most of the administration and faculty. They do that with policies or programs that they don't like or have no intention of carrying through, but that they play up for the benefit of fooling the public or the students."

"Looking at these Advisory Councils. What a moderate proposal. I mean, even if they were set up in every department, they wouldn't have any power."

But only a few liberal faculty and students are in favor of even that moderate plan. They play it up in the Washington Post and the like, then say what a good idea it is, but for the most part it never happens.

"Then we come to a 'Day of Dialogue' and have to listen to an ass like Linton. evade a question on such a moderate idea. It just shows the sham of that sort of liberality."

"This Linton thing is a whole other question. He made every attempt to show the Day of Dialogues, his baby. Yet he began the day by saying that he had doubts as to whether he should be speaking about a liberal education. If the Dean of the Columbian College doesn't want to speak on a liberal education, it's sort of like buying meat in an opaque box."

"Any person who is so closed that he can't tolerate listening - as Linton proved Friday night - let alone absorbing and acting on what was said, just doesn't belong as one of the instrumental forces of the University community. He doesn't belong as Dean of the Columbian College and he should resign."

"I don't understand how the faculty can tolerate that kind of closed person. By controlling the budget he can control salary raises. So the junior faculty, which could have the most creative ideas and be the most open to change are inhibited by the power structure here. No

wonder a student can't find a faculty member to speak out with him for curriculum change."

Speaking of his serving on the Human Relations Act Advisory Committee, Smith pointed out the inefficiency in the office of the Vice-President for Student Affairs William P. Smith. "That committee was formed because Bill Smith woke up one morning this summer and decided he couldn't make a decision on what to do with the Human Relations Act."

"After the committee set forth guidelines for membership in groups, most of the committee went ahead and began acting as a sort of kangaroo court to recommend on specific cases. But the group was representative of no one, except Bill Smith, who had appointed it. And it had no right to sit in judgement of anyone."

"If that committee had been allowed to continue it would have screwed up the entire judicial process. So I wrote a minority report and sent it to Smith. Smith, by the way, refused to be present at any of the meetings, but constantly insisted that they were the most important thing his office was doing."

"Finally, Bill Hobbs and I figured out that the only way a group could be completely cleared was if charges were brought and heard in open court. After that came Knieely's letter of charges and the whole mess."



BRUCE SMITH

photo by Mink

"But the point is that Bill Smith doesn't make a decision until it takes the form of action. He then proceeds to punch his way out of that paper bag. I've seen this happen time and time again with him. I'm sick of his big smile, which is put on anyway, and a lot of people are finding this out."

"It's become pretty obvious that there's something wrong in the whole Student Affairs office. How can you establish policy and not enforce it, or how can you say you've established policy when you really haven't? This drug thing is only one example of the mess in Bill Smith's office, which includes, by the way, the Dean of Men and the Dean of Women."

Smith (Bruce) then turned to academics. "[President of Antioch College James] Dixon really had an effect on me. One of the central problems he made me aware of was how to get the students and faculty to have a mutual respect for each other so that they can sit down and tell one another who they are and where they're going and why. I've talked to faculty friends of mine about that, but no faculty member would talk to me about the same thing because they don't have enough confidence in and respect for me as a person."

"Of course they'll say 'I spend 80 hours a week with students.' Well, Linton could spend 80 hours a week with students and would still think

they were dogs to pee on his carpet."

"As far as specifics go, we've got to take on very fast, as one of our top priorities, the University's relationship to the community. This includes a significant number of new black students every year. It includes expanding the College of General Studies to serve the community. It includes opening up the University's facilities to members of the community. And it includes the development of a program of academics that relates to the community."

"One of the reasons that academics are so obsolete, as Dixon said they were, is that students here have no say in any academic decisions. Structuring the University around Linton's system of educational values retards progress."

The "recognized" student government, Smith feels, has become in reality a "little administration." "The administration has delegated the Student Council duties, not powers. So instead of being the voice of the students it becomes the mother to the students."

"Until a student government becomes an initiator, then the government will be ineffective and impotent. And until there is a body that doesn't compromise itself before it begins, then we can't even begin to have the 'community of scholars' interchange that we all talk about so freely."

More Letters to the Editor

(Continued from p. 8)

The representative has never explained his position on these issues; the constituents are not represented on these issues. This is the cause of the unrepresentative nature of the present Student Council; we are hoping that the seven at-large representatives will alleviate this problem by facing University-wide issues in their campaigns and discussing them thoroughly. We believe that this shall be the case. The election shall be determined on the basis of the issues that are relevant to the University as a whole. It is clear that this is a more representative system.

Critics of the new constitution have placed on the ballot an amendment to reintroduce, in a limited fashion,

Hobbs - from p. 9

Painful Beginning

strangers exposing ourselves to each other for the first time. If we are to get to Dixon's second image—a university getting by with the help of friends—we must have more dialogue. Even more important, we must collectively take it upon ourselves to see that the dialogue

TICKETS FOR
"Hallelujah Baby," now playing at the National Theater, are available at a student discount of \$2.00 on each ticket. The discount may be obtained by showing a student ID and picking up the tickets before 5 p.m. Further information is available at the Student Activities Office.

dormitory and commuter representatives. This amendment has no valid purpose. The constituencies will be so large that close, personal representation will be impossible. For example, there shall be one representative for all of the men's dormitories. At the same time, the constituencies shall be so particular that the elections and campaigns shall turn on issues not relevant to the University as a whole and unlikely to come before the Student Assembly. The amendment shall not encourage a more representative student government; in fact, because it is neither small enough to provide personal representation nor large and heterogeneous enough to provide relevant elections, it retards representative student

results in change. If the faculty and/or the administration sees what happened Friday as an end instead of a beginning, their prediction may become self-fulfilling in an ugly way they did not expect. If students see "dialogue" only as a forum for symbolic, pre-determined action, they too will suffer.

President Dixon pointed out the frustrations which even an institution such as Antioch encounters in attempting to remove or renovate its structure. Our structure is far more calcified than theirs, and our dangers therefore greater. We had better get out of our postures, get ourselves together, get on with it. If you don't know what "it" is, get into the dialogue.

government.

I urge students to vote for the new constitution and against the dormitory and commuter amendment on Wednesday, Dec. 13. /s/Tom Schade, Chairman Constitutional Revision Comm.

Indefensible Actions

After witnessing the very indefensible actions of Dean Linton, PH.D., Dean of Columbian College of Arts and Sciences, and Dean Koehl, M.A. Associate Dean, at the workshop on the "academic power structure" Friday Dec. 13, I feel it extremely necessary to express the implications of their actions.

It has left me with no other alternatives but to believe that their actions were unfortunately an accurate display of their sincerity and integrity to create any kind of meaningful dialogue with students.

It has left me with no other alternatives but to refute the capabilities of such administrators, attempting to fulfill roles of extreme prestige, importance,

It has left me with no other alternatives but to refute the capabilities of such administrators, attempting to fulfill roles of extreme prestige, importance, and in their inability to cope with a very legitimate real situation.

It has left me with no other alternatives but to believe that their "efforts" in an attempt at dialogue indicate a very very tragic situation.

Their actions have unfortunately placed myself and many many other students in the position where our actions may be the only alternative!

/s/Lawrence Siegler

Ergo - from p. 9

Allegorical Tale

decisions. Ergo made a joke and said, still smiling, "Why, we scholars are more MATURE, reasonable, logical, and competent." But not many people had really heard him because they were still laughing about the joke.

But a little bit later the question came up another time. "Why is it that we have to come to YOU. We pay for all of your expenses, your luxuries, and your necessities. It is logical, therefore, that you come to ME!"

Needless to say there was quite a hubbub in that little room and Ergo almost lost his temper. "Quiet! Logic! ANTI-RATIONALIST! Destroyer!" he yelled at these things. "We will have order!"

The room became quiet again but the students wanted to hear Ergo answer the question. Ergo tried the old rhetorical trick again. He made a little joke to divert the attention of the students. But this time they weren't diverted. They wanted

him to answer.

Ergo, for once, didn't know what to do. "Let's take a vote," someone called. "Yes," he thought, "a vote would surely defeat the minority of trouble-makers!" But poor Ergo! The vote did not defeat them either.

Now he was really flustered. "ORDER! REASON! MATURITY! YOU'RE NOT PLAYING BY THE RULES! YOU'RE THINKING TOO MUCH! YOU'RE NOT FALLING FOR MY TRICKS! YOU'RE NOT PLAYING BY MY RULES! WELL, THEN, I WON'T PLAY!" he shouted and stormed out, maturely.

The records as to just what happened after that are not clear. It appears as if someone tried to burn the accounts of the incident. But no matter what the outcome, it is an interesting story with a lesson for all of us about "Reason," which no one has a monopoly on, and "Maturity," which may not be so attendant on age as some might think.